

TEACHING LITERACY IN TENNESSEE: UNIT STARTER GRADE 1 ELA UNIT CONNECTED TO SOCIAL STUDIES (CHANGE)

Important Note: *The Unit Starter provides the foundation for English language arts unit planning in connection with social studies. In addition to thoughtful preparation from these resources, there are additional components of the literacy block for which educators will need to plan and prepare. See page 6 for more guidance on planning for other components of the literacy block.*

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GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING UNIT STARTERS?

The research is clear: Reading proficiently—especially reading proficiently early—prepares students for life-long success. To support greater reading proficiency among all students in Tennessee, Governor Haslam, the First Lady, and Commissioner McQueen kicked off the Read to be Ready campaign in February 2016 with a goal of having 75 percent of Tennessee third graders reading on grade level by 2025. Together, we are making progress. High-quality texts that meet grade-level expectations are increasingly making their way into classrooms. Students are spending more time reading, listening, and responding to texts that have the potential to build both skills-based and knowledge-based competencies. However, the first year of the initiative has revealed a need for strong resources to support the growing teacher expertise in Tennessee.

In May of 2017, the Tennessee Department of Education released [Teaching Literacy in Tennessee](#). This document outlines the types of opportunities students need to become proficient readers, writers, and thinkers and includes a literacy unit design framework describing the ways that teachers can create these opportunities. This includes building rich learning opportunities around meaningful concepts within the English language arts block where students listen to, read, speak, and write about sets of texts that are worthy of students' time and attention.

The resources found in each of the [Teaching Literacy in Tennessee: Unit Starters](#) are intended to support planning for one full unit aligned to the vision for [Teaching Literacy in Tennessee](#). They are intended to serve as a model to reference as educators continue to design units and compare the alignment of lessons to the vision for [Teaching Literacy in Tennessee](#).

2. WHAT RESOURCES ARE INCLUDED IN A UNIT STARTER?

The Unit Starters include several of the key components in the framework for [Teaching Literacy in Tennessee](#). These components serve as the foundation for strong unit planning and preparation.

Content Goals: Each Unit Starter begins with content goals that articulate the desired results for learners. [Adapted from McTighe, J. & Seif, E. (2011) and Wiggins, G. & McTighe, J. (2013)]

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries. This concept provides educators and students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world.

Universal Concept Example: Interdependence

Unit Concept: The unit concept is the application of the universal concept to one or more disciplines. This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning.

Unit Concept Example: Interdependence of living things

Enduring Understandings and Essential Questions: Enduring understandings are the ideas we want students to understand, not just recall, from deep exploration of our unit concept; and essential questions are the corresponding open-ended questions that will guide students' exploration of these ideas. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of

thinking. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings.

Enduring Understanding Example: People, plants, and animals depend on each other to survive.

Essential Question Example: Why do humans need to preserve trees?

Disciplinary Understandings and Guiding Questions: Disciplinary understandings are the specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these content-related ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. Guiding questions are open ended and guide students' exploration of the disciplinary understanding. These questions prompt ways of thinking and support knowledge building within the content areas.

Disciplinary Understanding Example: The structure of plants and the function of each part

Guiding Question Example: Why are roots important to plants?

The concepts for this set of Unit Starters were derived from the vertical progression of Tennessee's Social Studies Standards and focus on the universal concept of change. These standards are represented below. **Though strong connections are made to the social studies standards within the unit, it is critical to note that this Unit Starter does not encompass the totality of the identified social studies standards. The unit is not intended to replace social studies instruction.**

Kindergarten

- K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.
- K.17 Use correct words and phrases related to chronology and time.
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.
- SSP.05 Develop historical awareness by sequencing past, present, and future in chronological order; and understanding that things change over time.

Grade 1

- 1.22 Arrange the events from a student's life in chronological order.
- 1.23 Use correct words and phrases related to chronology and time, including past, present, and future.
- 1.24 Interpret information from simple timelines.
- 1.25 Compare ways people lived in the past and how they live today, including: forms of communication, modes of transportation, and types of clothing.
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.
- SSP.05 Develop historical awareness by sequencing past, present, and future in chronological order; and understanding that things change over time.

Grade 2

- 2.25 Identify the rights and responsibilities of citizens of the U.S.
- 2.26 Understand that there are laws written to protect citizens' right to vote.
- 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.
- 2.29 Examine the significant contributions made by people in the U.S. (See standard for people.)
- 2.30 Describe periods of time in terms of days, weeks, months, years, decade, centuries.
- 2.31 Analyze and interpret events placed chronologically on a timeline.
- 2.32 Contrast primary and secondary sources.
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.

Grade 3

- 3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it.
- 3.25 Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.
- SSP.01 Gather information from a variety of primary and secondary sources.
- SSP.02 Critically examine a primary or secondary source in order to distinguish between fact and opinion.
- SSP.05 Develop historical awareness by recognizing how and why historical accounts change over time.
- SSP.05 Develop historical awareness by recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness.

Texts for Interactive Read Aloud & Shared Reading: Each Unit Starter includes a collection of complex texts to support strong interactive read aloud and shared reading experiences. These texts have been selected to provide regular opportunities for students to engage with rich academic language and build the disciplinary and enduring understandings for the unit. Given the complexity of these texts, teachers should revisit them with students after the initial read(s) to deepen knowledge. Multiple question sequences and tasks are included in the Unit Starter for most texts; however, teachers are encouraged to add additional readings, questions, and tasks as needed to meet the needs of their students. Teachers may also analyze and select additional suitable texts to extend and/or support the development of the unit concepts. *See page 38 in [Teaching Literacy in Tennessee](#) for the three-part model for determining text complexity: quantitative dimensions of text complexity; qualitative dimensions of text complexity; and reader and task considerations.*

Suggested Resources for Small Group & Independent Reading: The Unit Starters include a list of suggested resources (texts, videos, online resources) to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs. In addition, teachers are encouraged to select additional resources to extend and/or support the development of the unit concepts.

End-of-Unit Task: Each Unit Starter includes an end-of-unit task that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer the essential questions for the unit in an authentic and meaningful context.

Daily Tasks & Question Sequences: Each Unit Starter includes a daily task and question sequence for approximately two weeks of instruction. The question sequences integrate the literacy standards to support students in accessing the complex texts during interactive read aloud and shared reading by drawing students' attention to complex features in the text and guiding students toward the disciplinary and/or enduring understandings of the unit.

The daily tasks provide an opportunity for students to demonstrate their new understandings by applying what they have learned from the texts they read daily across the literacy block. The texts and tasks have been carefully sequenced to support students in building disciplinary understandings over the course of the unit, so students are able to successfully engage in the end-of-unit task.

Sidebar Notes: Throughout this document, two types of sidebar notes have been included in order to highlight opportunities for differentiation. Those entitled 'Differentiation for ALL Students' offer ideas for proactive adjustments that could be considered for the range of learners. Those entitled 'Differentiation for Specific Needs' provide more specific differentiation ideas for learners, such as English learners and students with reading difficulties including those displaying characteristics of dyslexia.

3. WHAT RESOURCES ARE NOT INCLUDED IN A UNIT STARTER?

These resources provide the foundation for unit planning but are not intended to be a comprehensive curriculum resource. Instead, educators must thoughtfully prepare from the resources that are included in the Unit Starter by adding additional resources as appropriate to meet instructional goals and student needs. The Unit Starters are designed to provide access to high-quality instruction for all students, including English learners and students who may be experiencing reading difficulties, such as those displaying characteristics of dyslexia. Based on their use of multiple data sources and their analysis of students' strengths and needs, teachers should differentiate instruction while implementing the Unit Starters to support continuous progress for all students. Consistent with the strategies embedded in the Unit Starters, students will experience impactful opportunities to listen to, read, think, talk, and write about texts while developing knowledge and enhancing vocabulary development. To ensure that all students make academic gains, teachers must continually monitor their students' learning, recognizing areas of need and providing relevant and focused support. For additional information regarding differentiation and supporting the range of learners, please see the [TN Differentiation Handbooks](#), [Dyslexia Resource Guide](#), and [Teaching Literacy in Tennessee: English Learner Companion](#).

In addition, teachers will need to plan for other components of the English language arts block. The Unit Starters **do not include** the following:

- Instructional guidance for small group and independent reading and writing
 - Students should be grouped flexibly and resources selected to meet specific and unique needs of students, which may change over time.
- Instructional guidance and resources for explicit foundational skills instruction and foundational skills practice in and out of context
 - Reading foundational skills instruction should follow a year-long scope and sequence and be responsive to the unique needs of your students.

Please refer to [Teaching Literacy in Tennessee](#) for definitions of new or unfamiliar terms used in this document.

4. HOW SHOULD I USE THE RESOURCES IN THE UNIT STARTER TO PLAN MY UNIT?

Interactive Read Aloud and Shared Reading Experiences

To prepare for the unit, start by thoroughly reviewing the resources that are included in the Unit Starter. These resources are designed to support students in thinking deeply about the unit concepts and the enduring understandings embedded in complex text through interactive read aloud and shared reading experiences. To support this step, a unit preparation protocol and a lesson preparation protocol are included in Appendices A and B.

Small Group Reading and Writing

In addition to interactive read aloud and shared reading experiences, plan small group instruction to support the diverse needs of students in your classroom. Group students flexibly and select texts that address students' strengths (e.g., prior knowledge) and meet their specific needs:

Accuracy/word analysis: Some students may need additional practice with foundational reading skills that have already been taught and now are applied to reading authentic texts.

Fluency: Some students may be strong decoders but still struggle to read fluently, which holds them back from successful comprehension.

Comprehension: Some students may require support for their use of comprehension skills and strategies for building knowledge and acquiring academic vocabulary.

The Unit Starters include a list of suggested resources (texts, videos, online resources) that can be used to support small group instruction.


Modeled, Shared, and Interactive Writing

While important for a teacher to use modeled, shared, and interactive writing in order to support student independence with the tasks, please note that the units include few call-outs, if any, for modeled, shared, and interactive writing in the unit. To prepare students for success on the daily and end-of-unit tasks in the Unit Starter, teachers should plan for modeled, shared and interactive writing opportunities. Modeled writing is an instructional strategy where the teacher explicitly demonstrates the writing process for different forms and purposes. Shared writing is an instructional strategy where the teacher and students compose a text together with the teacher acting as the scribe. Interactive writing is an extension of shared writing in which the teacher and students compose a text together with the teacher strategically sharing the pen during the process.

Independent Reading and Writing

The Tennessee English Language Arts Standards call for students to read a range of literary and informational texts and to engage in a high volume of reading independently. The standards also call for students to have aligned writing experiences that develop their skills as writers and support their comprehension of rich, complex texts. Plan for how you will use the suggested resources to engage students in a variety of reading and writing experiences. Consider setting up systems for accountability during independent work time such as one-on-one conferences, center assignments, and/or accountable independent reading structures.

See pages 41-43 in [Teaching Literacy in Tennessee](#) for a description of these instructional strategies and their purpose within the literacy block.



Differentiation for ALL Students: Lesson sequences should utilize a variety of instructional strategies that ensure students have opportunities to engage with the content, deepen their understandings, and express understandings in a variety of ways. This includes students who can extend understandings beyond the task requirements.

Explicit Foundational Skills Instruction

It is recommended that educators consult the Foundational Literacy Standards and use a systematic phonics sequence (often found within a phonics program) for foundational skills instruction in conjunction with the resources in the Unit Starter. Strong foundational skills instruction follows an intentional, research-based progression of foundational skills that incorporates phonological awareness, phonics, and word recognition.

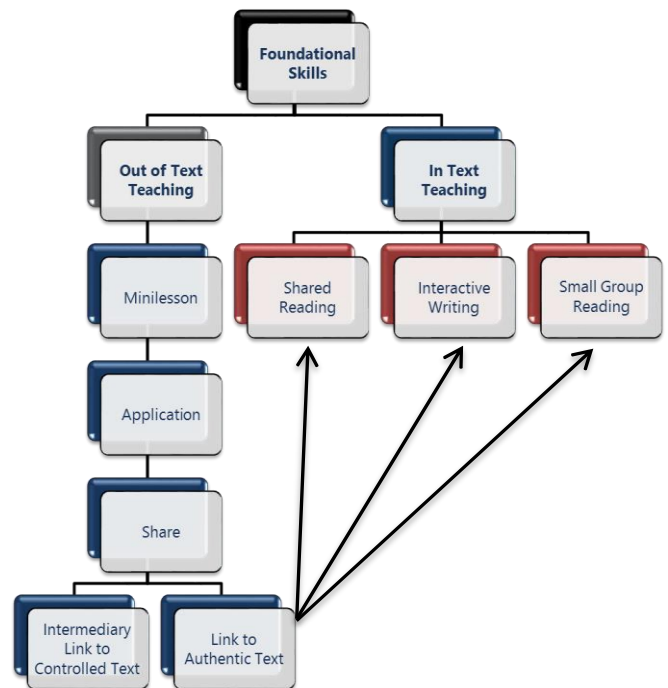
Foundational Skills Practice Out of Text and In Text

Strong foundational skills instruction includes opportunities for students to practice their newly acquired skills out of text and in text.

Out-of-text instruction may take the form of mini-lessons and hands-on application through activities, such as word sorts or the use of manipulatives.

In-text instruction provides opportunities across the literacy block for students to further apply their new learning in authentic reading and writing texts. Foundational skills assessments should be ongoing and should be used to determine when students have mastered the skill and are ready to move on to the next skill.

See pages 78-79 in [Teaching Foundational Skills Through Reading and Writing Coach Training Manual](#) for more information about the relationship between out-of-text and in-text teaching.



Structures for Academic Talk and Collaboration

The Unit Starters include suggestions for questions and daily tasks, but they do not include guidance on how to structure sharing/discussion time. Consider planning how your students will engage with you and each other when responding to complex text orally or in writing by incorporating things like expectations for talk time, sentence starters, hand signals, etc.

5. WHAT MATERIALS DO I NEED TO ORDER AND PRINT?

Texts for Interactive Read Aloud and Shared Reading

Each of the texts included in the Unit Starters can be purchased or accessed online or through a local library. A list of these texts is included in the Unit Starter materials. Educators will need to secure, purchase, or print one copy of each text selected to support interactive read aloud experiences. Each student will need a copy of the selected text for the shared reading experiences, unless the text is projected or displayed large enough for all students to read.

Suggested Texts for Small Group and Independent Reading

Additionally, each of the texts suggested for small group and independent reading can be purchased or accessed online or through a local library.

Materials to Be Printed

The Unit Starters can be accessed digitally [here](#).

Differentiation for Specific Needs: English learners benefit from increased opportunities to interact with other students to utilize their newly acquired English language in authentic reading and writing contexts.

Educators may also consider printing:

- **Question Sequence** – Teachers may want to print question sequences or write the questions on sticky notes to have them available during interactive read aloud and shared reading experiences.
- **Daily Task** – Teachers may want to print the teacher directions for the daily task.
- **End-of-Unit Task** – Teachers may want to print the teacher directions for the end-of-unit task.

UNIT OVERVIEW

The diagram on the next page provides a high-level overview of the unit.

Guidance for the central text and suggested strategy for each day of instruction has been provided in the Unit Starter. It is important to note that this guidance does not reflect a comprehensive literacy block. Educators should support students in developing their expertise as readers and writers by flexibly utilizing a variety of instructional strategies throughout the literacy block.

Educators are also encouraged to use the guidance from this Unit Starter flexibly based on the needs, interests, and prior knowledge of students. For example, teachers may decide to re-read a text, pull in supplementary texts, or provide additional scaffolding based on their knowledge of their students. Teachers are encouraged to be strategic about how many instructional days to spend on this unit.

This Unit Starter is organized around three questions: (1) What are the desired results for learners? (2) How will students demonstrate these desired results? (3) What learning experiences will students need to achieve the desired results?

UNIT OVERVIEW

WHAT ARE THE DESIRED RESULTS FOR LEARNERS?

By the end of this unit, students will have developed an understanding of the following concepts and will be able to answer the following questions...

Universal Concept:

Change

Unit Concept:

Change in Our State: Past versus Present

Enduring Understanding:

Our state (Tennessee) in the present is similar to and different from our state in the past.

Essential Question:

How has our state changed over time?

Disciplinary Understandings:

Individuals-including me-change over time (e.g., my appearance, my preferences) and will keep changing in the future.

How people live in Tennessee (e.g., communication, transportation, clothing) has changed over time, caused by new technologies & lifestyles.

Guiding Questions:

How and why have I/we changed over time? How and why has the way people in Tennessee lived changed over time?

HOW WILL STUDENTS DEMONSTRATE THESE DESIRED RESULTS?

Students will synthesize their learning from the unit texts and demonstrate understanding in the following authentic and meaningful context ...

End-of-Unit Task:

You are a time traveler. You rode in a time machine to Tennessee in the early 1800's, then to the 1940's, back to today, and then into the future. Record four journal entries documenting your observations of life during each time period.

In your journal entries, be sure to include:

- details to describe actions, thoughts, and feelings;
- forms of communication;
- modes of transportation;
- types of clothing; and
- provide a sense of closure.

Make sure to include how things, including communication, transportation, and clothing, are similar and different in each time period. Also include words and phrases related to chronology and time, including past, present, and future.

WHAT LEARNING EXPERIENCES WILL STUDENTS NEED TO ACHIEVE THE DESIRED RESULTS?

Students will achieve the desired results as a result of deep exploration of complex texts through interactive read-aloud (IRA) and shared reading (SR) experiences ...

Home (IRA)

Timelines, Timelines, Timelines! (IRA)

Transportation Then and Now (SR)

As An Oak Tree Grows (IRA)

A Picture Book of Davy Crockett (IRA)

My Great Aunt Arizona (IRA)

Going to School (SR)

Homes Then and Now (SR)

When I Was Young In The Mountains (IRA)

Knoxville, Tennessee (SR)

Communication Then and Now (SR)

Elvis: The Story of the Rock and Roll King (IRA)

Coat of Many Colors (SR)

Dolly Parton Likes to Give Away Books (IRA)

UNIT CONTENT GOALS

Differentiation for ALL Students: Instruction that is impactful for learners demonstrates that students' lived experiences and cultural background are important to advancing concept and content knowledge.

This Unit Starter was created with several levels of conceptual understanding in mind. Each conceptual level serves an instructional purpose, ranging from a universal concept that bridges disciplinary boundaries to concrete disciplinary understandings that focus instruction around specific schema. The diagram below shows the conceptual levels and questions that were considered during the development of all of the Unit Starters. The diagram on the following page outlines the specific concepts and questions for this First Grade Unit Starter.

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries (i.e., super-superordinate concept). This concept provides students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world. (Example: Interdependence)



Unit Concept: The application of the crosscutting concept to one or more disciplines (i.e., superordinate concept). This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning. (Example: Interdependence of living things)



Enduring Understandings: The ideas we want students to understand, not just recall, from deep exploration of our unit concept. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. (Example: People, plants, and animals depend on each other to survive.)

Essential Questions: Open-ended questions that guide students' exploration of the enduring understandings or "big" ideas of the discipline. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings. (Example: Why do humans need to preserve trees?)

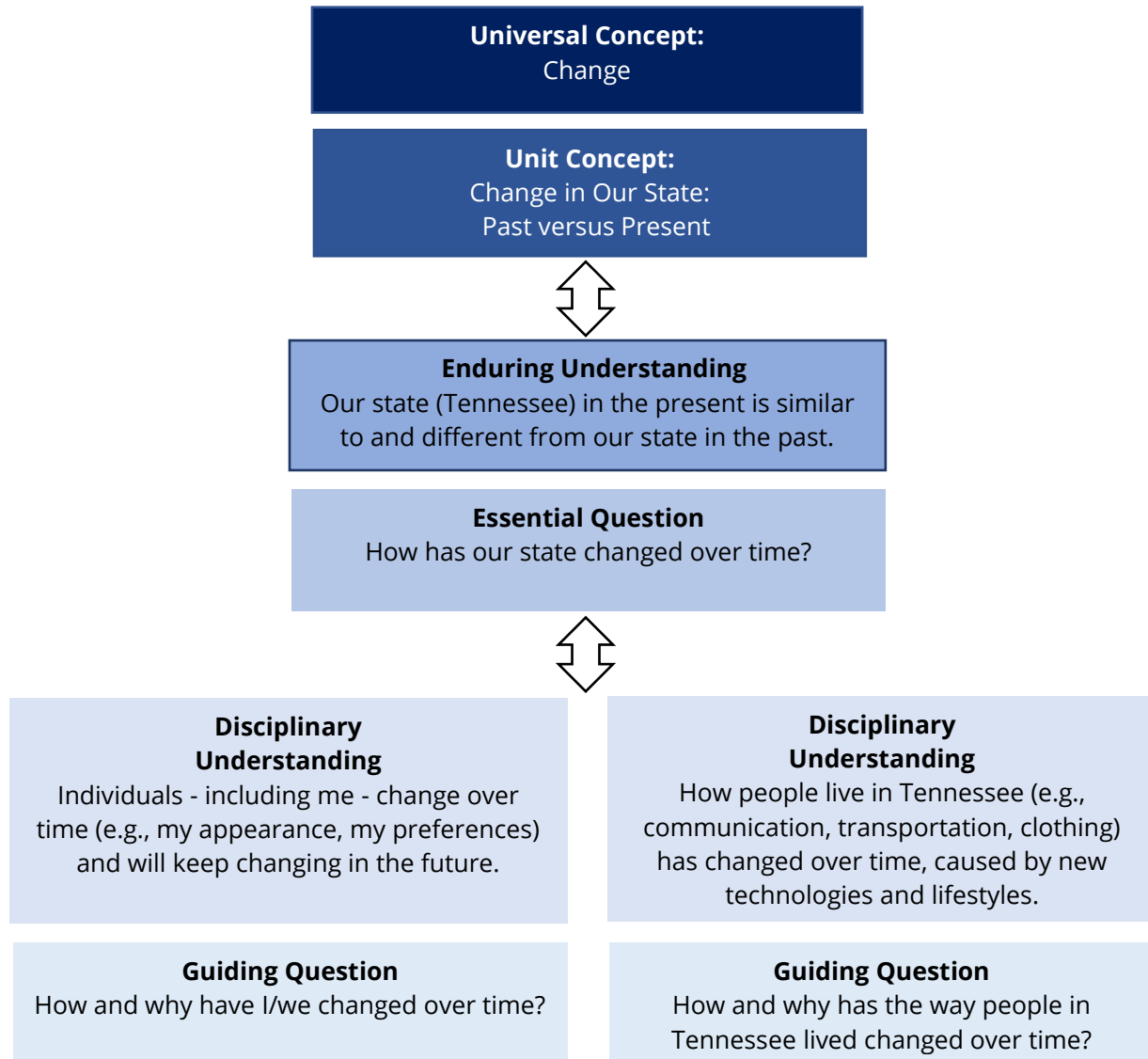


Disciplinary Understandings: The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. (Example: The structure of plants and the function of each part)

Guiding Questions: Open-ended questions that guide students' exploration of the disciplinary understandings in the unit and refer specifically to the domain (e.g., ecosystems). These questions prompt ways of thinking and perceiving that are the province of the expert. (Example: Why are roots important to plants?)

UNIT CONTENT GOALS

The diagram below shows the conceptual levels and questions that were considered during the development of this Unit Starter. The diagram below outlines the specific concepts and questions for the First Grade Unit Starter.



Related Standards

- 1.22 Arrange the events from a student's life in chronological order.
- 1.23 Use correct words and phrases related to chronology and time, including: past, present, and future.
- 1.24 Interpret information from simple timelines.
- 1.25 Compare ways people lived in the past to how they live today, including: forms of communication, modes of transportation, and types of clothing.
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.
- SSP.05 Develop historical awareness by sequencing past, present, and future in chronological order; and understanding that things change over time.

Differentiation for Specific Needs: All students, regardless of English language proficiency, pronunciation difficulties, or reading difficulties, are held to the same rigorous grade-level standards. Differentiation supports a path toward grade level expectations through the intentional proactive adjustments that teachers make.

UNIT STANDARDS

The questions and tasks outlined in this Unit Starter are connected to the following Tennessee English Language Arts and Social Studies Standards. As you will see later in the Unit Starter, the question sequences and tasks for each text integrate multiple literacy standards to support students in accessing the rich content contained in the texts.

ALIGNED STANDARDS: INFORMATIONAL TEXT

- 1. RI.KID.1 Ask and answer questions about key details in a text.
- 1. RI.KID.2 Identify the main topic and retell key details of a text.
- 1. RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- 1. RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
- 1. RI.CS.5 Know and use various text features to locate key facts or information in a text.
- 1. RI.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.
- 1. RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.
- 1. RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.

ALIGNED STANDARDS: LITERATURE

- 1. RL.KID.1 Ask and answer questions about key details in a text.
- 1. RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1. RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.
- 1. RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
- 1. RL.CS.6 Identify who is telling the story at various points in a text.
- 1. RL.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
- 1. RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.
- 1. RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade

ALIGNED STANDARDS: WRITING

- 1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
1. W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
- 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.
1. W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1. W.RBP.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1. W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

ALIGNED STANDARDS: SPEAKING & LISTENING

1. SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
1. SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
1. SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
1. SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1. SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
1. SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.

CONNECTED STANDARDS: SOCIAL STUDIES

1.22 Arrange the events from a student's life in chronological order.

1.23 Use correct words and phrases related to chronology and time, including: past, present, and future.

1.24 Interpret information from simple timelines.

1.25 Compare ways people lived in the past to how they live today, including: forms of communication, modes of transportation, and types of clothing.

SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.

SSP.05 Develop historical awareness by sequencing past, present, and future in chronological order; and understanding that things change over time.

Differentiation for ALL Students: Students' knowledge and vocabulary development and text comprehension are greatly enhanced when they engage with texts that are appropriately complex. Students also need multiple opportunities to engage with texts that represent and link to their prior knowledge, family, communities, cultural experiences, and interests. In addition, text comprehension can be supported for students utilizing real life objects, visuals, models, and collaboration with partners or small groups.

TEXTS FOR INTERACTIVE READ ALOUD & SHARED READING

These texts have been selected to provide regular opportunities for students to engage with rich academic language and to build the disciplinary and enduring understandings for the unit. They have been vetted for quality and complexity to support strong interactive read aloud and shared reading experiences.

The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own.

The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, develop reading fluency, and build knowledge across a variety of genres. Shared reading texts should be appropriately complex text so that students can read with teacher guidance and support. Teachers will need to take the grade level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the Unit Starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts in this Unit Starter are appropriate for instruction closer to the end of the academic school year. Later in the Unit Starter, you will see an example of different texts that may be more appropriate for different times of the year.

While preparing for instruction, educators are urged to carefully consider the needs and interests of the readers, including how to foster and sustain new interests, and to be strategic about the types of tasks that will support readers in deeply engaging with these rich texts. Teachers should also consider how they will make connections to students' prior knowledge and students' cultural and previous academic experiences. Teachers need to consider the vocabulary demands of the text and the level of support readers will need to deeply understand the text.

TITLE	AUTHOR
<i>Home</i>	Jeannie Baker
<i>Timelines, Timelines, Timelines!</i>	Kelly Boswell
<i>As An Oak Tree Grows</i>	G. Brian Karas
<i>Transportation Then and Now</i>	Robin Nelson
<i>A Picture Book of Davy Crockett</i>	David A. Adler
<i>My Great Aunt Arizona</i>	Gloria Houston
<i>Going To School: Comparing Past and Present</i>	Rebecca Rissman
<i>When I Was Young In The Mountains</i>	Cynthia Rylant
<i>Homes Then and Now</i>	Robin Nelson
<i>"Knoxville"</i>	Nikki Giovanni

<i>Elvis: The Story of the King of Rock and Roll</i>	Bonnie Christensen
<i>Communication Then and Now</i>	Robin Nelson
<i>Coat of Many Colors</i>	Dolly Parton
<i>"Dolly Parton Likes to Give Away Books"</i> https://www.washingtonpost.com/news/reliable-source/wp/2018/02/27/dolly-parton-likes-to-give-away-books-she-just-donated-her-100-millionth/?noredirect=on&utm_term=.ef7efa8bd1ec	Helena Andrews-Dyer (Washington Post article)

SUGGESTED RESOURCES FOR SMALL GROUP & INDEPENDENT READING

These resources can be used to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs.

TITLE (TEXTS, VIDEOS & ELECTRONIC RESOURCES)	AUTHOR
<i>Toys and Games Then and Now</i>	Robin Nelson
<i>School Then and Now</i>	Robin Nelson
<i>The House on Maple Street</i>	Bonnie Pryor
<i>...If You Lived 100 Years Ago</i>	Ann McGovern
<i>The Relatives Came</i>	Cynthia Rylant
<i>One Room Schoolhouse</i>	Readworks.org
<i>Horses, Carriages, and Wagons</i>	Readworks.org
<i>Steamboats and Railroads</i>	Readworks.org
<i>Communication Then and Now</i> (Available on getepic.com)	Bobbie Kalman
<i>School Days Then and Now</i> (Available on getepic.com)	Bobbie Kalman
<i>Cars 100 Years Ago</i> (Available on geteipc.com)	Allison Lassieur
<i>Schools 100 Years Ago</i> (Available on getepic.com)	Allison Lassieur

Differentiation for ALL Students: Vocabulary acquisition is a critical component of reading comprehension. Students benefit from integrated vocabulary instruction, moving beyond memorization of definitions.

The following list contains vocabulary words from the interactive read aloud and shared reading texts that warrant instructional time and attention. Teachers should attend to these words **as they are encountered in the texts** to build students' vocabulary and to deepen their understanding of the unit concepts. Educators are encouraged to identify vocabulary that might be unfamiliar to students and to determine how they will teach those words (implicit, embedded, or explicit instruction) based on knowledge of their students. See Appendix C for an example routine for explicit vocabulary instruction.

Educators are also encouraged to dedicate a space in their classrooms to record unit vocabulary. This will provide a reference point for the students as they read, write, and talk about the unit topics. Through repeated attention to these words over the course of the unit, students will develop their understanding of these words and will begin to use them in speaking and writing activities.

Day 1	Day 2	Day 3	Day 4	Day 5
change rural urban	timeline events date vertical horizontal chronological day month year university	past present transportation streetcars subways electricity migrations rumbled powered faded radio waves sound waves	sprouted shed upward outward steadily survived wilted conserved survived	legend backwoods mill wagon train debts spinning wheel
Day 6	Day 7	Day 8	Day 9	Day 10
meadow petticoats fiddler faraway sap barefoot	tin spring	shelter oil lamps iceboxes outhouses tin tubs washboards coal mine shivering well pasture photograph	buttermilk homemade homecoming barefooted	communication printing press telegraph pony express ballad recording studio blues unique legend
Day 11	Day 12	Day 13		
legend	rags patches britches poor songwriter donated pride honor precious legend			

HOME – READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT

Differentiation for ALL Students: Students' knowledge development, vocabulary development, and text comprehension are greatly enhanced when they engage with texts that are appropriately complex.

Text: *Home*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

Differentiation for Specific Needs: Students with reading difficulties (particularly those with characteristics of dyslexia) and English learners need opportunities to interact with (including listening to) text that is appropriately complex across multiple genres to ensure students' access to unfamiliar vocabulary and new concept knowledge.

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

Wordless Book

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

LANGUAGE FEATURES

Very Complex

The organization of this text contains multiple storylines including the changes in the main characters; as well as, the changes in the neighborhood and urban beautification. The use of illustrations support the meaning of the multiple storylines. This text also includes a two year shift of time on each page.

N/A

There are no evident language features as this is a wordless book.

MEANING/PURPOSE

KNOWLEDGE DEMANDS

Very Complex

This text contains multiple levels of meaning with the different storylines (changes in the life of the main character, changes in the development of the neighborhood and urban beautification) that may be difficult to identify to young students. The theme of this text is subtle and is revealed over the entire text.

Moderately Complex

This text explores two themes including change in one's self and change in one's neighborhood. The neighborhood changes portrayed are from an urban area which may not be familiar to some readers. There are some references to cultural elements within the urban setting.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how changes in individuals and neighborhoods occur over time. To achieve understanding, students will:

- using evidence from the illustrations, communicating the causes of the changes in Tracy's neighborhood over time and the effects of these changes on the people in the neighborhood; and
- sequence, through illustrations and writing, the changes in Tracy's neighborhood from the beginning to the end of the story.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- change (explicit)
- urban (explicit)
- rural (explicit)

Differentiation for ALL Students: Teaching related vocabulary words by bridging from a known word to an unknown word impacts the use and understanding of those targeted words. For example, teaching "transportation" as a noun may be known to students. Then, it might be linked to "transport" as a verb and "portable" as an adjective.

DAILY TASK

You are a first grade student writing to another first grade student who lives in another state and does not have this text in his/her classroom. Draw and write an informational piece describing how the neighborhood in the book *Home* changed from beginning to end.

Your writing should:

- introduce your topic;
- develop the topic with facts and details; and
- provide some sense of closure.

Differentiation for ALL Students: Teachers should create standards-aligned daily tasks that foster each student's development of knowledge and skills within and across texts until they are able to fully demonstrate their learning through a more comprehensive end-of-unit task. Students can also be challenged to express understandings beyond the requirements of the task.

POSSIBLE STUDENT RESPONSE



There were many changes in the neighborhood in the book *Home* from beginning to end. One change was that the neighborhood had few plants, but by the end, it was full of gardens. Another change was the buildings and streets were not being taken care of. At the end of the story, the people worked together to clean up the buildings and streets. Those are two ways the neighborhood changed.

Differentiation for Specific Needs: Students with reading difficulties and English learners may require extended think time and varying levels of support.

Differentiation for ALL Students: Students should be provided multiple opportunities to demonstrate and extend their learning with frequent opportunities to question, speak, and write about text concepts and supporting ideas making connections across disciplines.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: When reading this text, you will want to be sensitive to unique situations of the students in your classroom. Not every student has a home with a washing machine or even indoor plumbing.</i></p> <p><i>Opening Script: "Today we are going to be reading a wordless book to observe and identify changes in an urban community over time. Observing changes requires a keen eye for detail. As we look at this book, pay close attention to the details in the illustrations. Then, we will chart any changes that you notice and we are going to discuss what might have caused some of these changes and the effect those changes had on the people and the neighborhood by the end of the story."</i></p> <p><i>Teacher's Note: Chart changes students identify either during or after the story is read. Please refer to an example of the completed chart in the Resources section following the question sequence.)</i></p>	
Pages 4-5	Think about changes you have seen in your neighborhood or community. What changes do you think might occur in this story?	In my neighborhood, there used to be an old, empty grocery store, but they tore it down to build new apartment buildings. They might do something like that in this book.
Pages 4-5	<p>What evidence do you see in the illustration that shows this is an urban neighborhood?</p> <p>How would the community look different if it was a rural neighborhood?</p>	<p>I see tall buildings, and a bus, lots of cars. There is writing on the walls of the building. There is not any grass. There is crane building new buildings. There are bars on the windows. Their home and yard are located in the city.</p> <p>The buildings would look different. There would be barns and small houses and small towns with local shops. The homes would be farther apart. There would be more grass and trees.</p>

Pages 6-7	I notice there are some changes from the previous page. The baby is starting to grow and get bigger. Their backyard is now grass instead of dirt. Why do you think the parents planted grass in their yard?	I think her parents planted grass in the backyard so she would have a nice place to play outside now that she is getting bigger and can walk around on her own. The grass will be softer than the hard dirt if she were to fall down.
Pages 8-14	<p>What did the illustrator want you to learn about Tracy and her neighborhood in these illustrations?</p> <p>What detail in the illustration can you find that tells us the cause of the Tracy planting her first garden?</p> <p><i>Teacher's Note: Continue to chart changes students observe, keeping the focus of the lesson on changes in the neighborhood and what caused these changes to occur. (Chart can be found after this question sequence under resources.)</i></p>	<p>The little girl is growing up. She plants her first plant in her yard and that's how her garden begins. A new restaurant opens in the empty building.</p> <p>I can see that Tracy is given a plant by her neighbor. I think this gift of a plant caused Tracy to begin planting her own garden.</p>
Pages 14-15	What information can you gather about the community members from the illustrations?	The community members are out in their neighborhood enjoying the street. They have cleaned up the empty lot and have planted plants. The building has been repainted. They turned the car lot into a mural. They have been working hard to clean up their neighborhood so they can enjoy spending time there.
Pages 16-17	Using what you know about gardens, what inferences can you make about why this garden is so important to the neighborhood?	I know people plant gardens because the flowers look pretty and you can grow vegetables to eat. I think the garden is important to them because it makes their neighborhood more beautiful. The garden in the girl's yard allows them to grow and eat their own vegetables.
Pages 20-21	How is the neighborhood is changing over time? How are the actions of the people causing change within this neighborhood?	The people can now get outside and enjoy their neighborhood. It is cleaner and it is now a safe place to play. There is a man sweeping the sidewalk. People have planted grass in the empty lot. There is a rooftop garden. They tore down a building and made a park for the people in the neighborhood.

Pages 26-27	<p>On every page of this book we have seen the same view of Tracy's neighborhood from her bedroom window. We have discussed many changes over time that have occurred in Tracy's community. However, some things outside Tracy's window have stayed the same. What do you notice in the view from Tracy's window that has stayed the same? Why do you think these things have stayed the same?</p>  (This is an opportunity for a collaborative talk structure.)	<p>The same people are still living in the community, they are just getting older. They have created a neighborhood with many trees and plants that people want to enjoy. The Pizza Hut restaurant has stayed. The buildings are still there, but they just look different now.</p>
Pages 28-29	<p>Tracy planted her first garden years ago because a neighbor gave her a plant. How did this action cause the neighborhood to change? What were the effects over time on this community of planting that first garden?</p>	<p>The people in the neighborhood began to plant more gardens and plants. There is grass and there are trees and plants now. They have places to play or visit with their neighbors. The trees help them stay cool in the summer. Birds and insects have places to live.</p>
Pages 28-29	<p>Talk about the beginning of the story until now. What sequence of events happened to cause the changes you see with the neighborhood and Tracy's backyard at the end of the story?</p> 	<p>The people worked very hard to make their neighborhood safe and more beautiful by first cleaning up the trash on the streets, painting and repairing buildings, and creating a safe area to play in the street. The people also planted gardens and other plants. At the end of the story, they added a park and many plants all over the neighborhood. By the end of the story, Tracy's backyard is now a grassy area with flowers and vegetable gardens.</p>
	<p>Take a look at the last page of the book and the front cover, what changes do you think will continue to happen in the neighborhood?</p>	<p>The girl and her family will continue to add plants to their neighborhood. They opened up a plant store so their neighbors have a place to purchase plants for their yard or neighborhood. They want their neighborhood to continue to experience changes over time that will encourage people to want to live there.</p>

	Why do you think Tracy opened up a store to sell plants to her community?	Tracy grew up in this changing neighborhood and helped make her community beautiful by planting flowers and gardens. Tracy wanted to continue to help make neighborhoods beautiful by adding plants.
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RESOURCE

Changes in the Neighborhood and Their Causes	
Cause	Change (Effect)
Tracy needs a place to play.	Tracy's parents plant grass in their neighborhood.
Tracy is given a plant by the neighbor.	Tracy plants the plant and begins her own garden.
The people in the neighborhood noticed the streets and buildings in their neighborhood were dirty and needed repair.	The people of the neighborhood begin to clean up their community. There is now a mural and plants in the empty lot. The building is repainted. The streets look cleaner.
There are gardens with vegetables and pretty flowers.	People in the community planted fresh vegetables to eat that they grew themselves. They planted pretty flowers to add color to their neighborhood.
People in the neighborhood continue to grow older and continue to take care of their community. They add more gardens, grass, and places to enjoy being together outside.	The neighborhood becomes more beautiful. Every year brings more changes, and the people are spending more time outdoors with one another.
Tracy grew up in this changing neighborhood and helped make her community beautiful by planting flowers and gardens. Tracy wanted to continue to help make neighborhoods beautiful by adding plants.	Tracy opened a store that sells plants to the community.

***TIMELINES, TIMELINES, TIMELINES!* – READING 1, QUESTION SEQUENCE 1, DAILY TASK 2**

TEXT	
<p>Text: <i>Timelines, Timelines, Timelines!</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
<p>Differentiation for Specific Needs: After selecting each text, teachers must consider the underlying cultural understandings and vocabulary required for comprehending the text and plan connections to prior knowledge.</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD520L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Very Complex</p> <p>The text structure has connections that are explicit between ideas; however, the organization contains multiple pathways or discipline specific traits such examples of different timelines. The text features such as headings, captions, table of contents, glossary, and use of graphics and charts are integral to understanding the content of the text.</p>	<p>Moderately Complex</p> <p>This text is generally easy to understand with some occasions for complex meaning when ordering events in time. The vocabulary is mostly familiar but contains some academic words including timeline, vertical, horizontal, tabletop, and living. The sentences are primarily simple and compound, with some complex constructions.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Slightly Complex</p> <p>The purpose is explicitly stated and narrowly focused around timelines.</p>	<p>Moderately Complex</p> <p>The subject matter is focused around discipline specific content knowledge of timelines with few references to outside ideas and other texts.</p>

LESSON OBJECTIVE(S) FOR THIS READING
<p>Students will understand how timelines can map changes over time. To achieve this understanding, students will:</p> <ul style="list-style-type: none"> • use text features from different types of timelines to interpret information related to changes over time; and • sequence events from a student's life in chronological order on a timeline to show how their life has changed over time and will keep changing in the future.

Differentiation for Specific Needs: Since vocabulary knowledge impacts text comprehension, students displaying characteristics of dyslexia, who may have restricted vocabulary development, need to access texts at their comprehension level, often through listening. Listening comprehension supports vocabulary development, even when decoding is far more difficult.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.


- chronological (explicit)
- timeline (explicit)
- events (explicit)
- date (explicit)
- vertical (explicit)
- horizontal (explicit)
- day (embedded)
- month (embedded)
- year (embedded)

DAILY TASK

The daily task for this text will be combined with the daily task for the second reading of *Home*.

Differentiation for Specific Needs: English learners, in particular, need to think and respond to text through speaking and writing. Oral and written English proficiency is critical to English language acquisition. Text discussions for English learners should incrementally move students from informal conversations with less demands on use of newly acquired knowledge to those that require strong academic language skills that are cognitively demanding.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<i>Teacher's Note: An option may be to create an anchor chart listing each type of timeline with a graphic of each.</i>	
Pages 4-5	What are timelines? Why are timelines important?	Timelines are a-charts that help us put events in order. They are important because they help us understand how much time has passed between each event.
Pages 8-9	How could you use a picture timeline to show the events of you own life?	I could have a picture from when I was a baby. Then I could add a picture when I was one and learned to walk, and then when I started school and now when I am in first grade. I can add dates of the events below my pictures. I can put the pictures in the order the events happened.

Pages 10-11	What other information could you use to chart on a vertical timeline?	You could chart your growth as you grow taller. You could chart your allowance to help you know how much money you have saved.
Pages 12-15	What is similar and different between a vertical and horizontal timeline? What if two students had a birthday during the same month. How could you place their birthdays in the correct order?	A vertical timeline goes from top to bottom. A horizontal goes from left to right. They both record events in order. You could arrange their birthdays by date in a vertical timeline.
Pages 18-19	When have you seen a circle timeline?  (This is an opportunity for a collaborative talk structure.)	A circle timeline looks like a life cycle, like when we sequenced the life cycle of a plant.
Pages 24-25	Why might a timeline like this one in the text be used?	It shows us what changes to flight have been made over time. We can see how they flew long ago and how they fly in the present.
Pages 28-29	What events are they putting in order on their living timeline? What other timeline have you seen holiday events placed in order?	They are putting holidays in order. The calendar is a timeline where holiday events are placed in order.
Pages 28-29	What are the best timelines you could use to show the events of your life in chronological order? Why?	Picture, vertical, or horizontal timelines are a good way to make the events in our life easier to see and understand.

HOME – READING 2, QUESTION SEQUENCE 2, DAILY TASK 2

TEXT

Text: *Home*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how changes in individuals occur over time. To achieve understanding, students will:

- describe changes in Tracy's life from birth to adulthood by using the illustrations;
- illustrate and arrange information to create a timeline of Tracy's life in chronological order using key details from the illustrations; and
- illustrate and arrange information from a student's own personal life in chronological order on a timeline to show changes over time.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- university (embedded)

DAILY TASK

Arrange the events from your life in chronological order as a timeline. You may choose to present your timeline vertically, horizontally, or as a picture timeline. Be prepared to present your timeline to the class once it is complete.

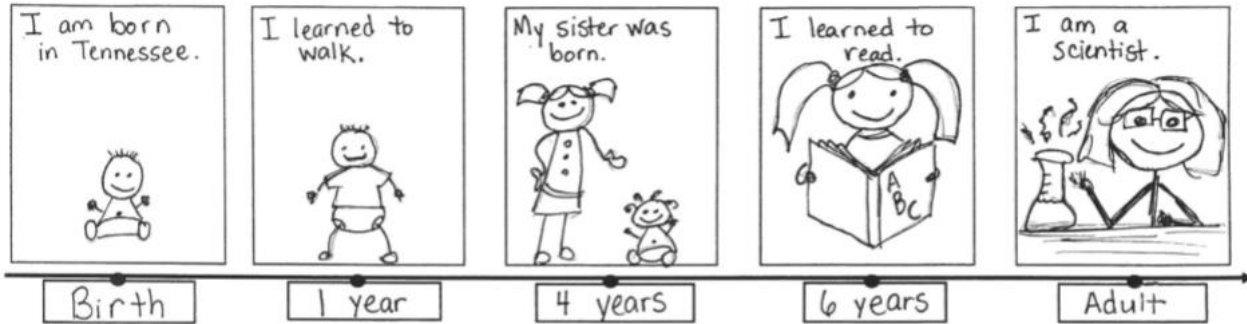
Your timeline should:

- begin when you were born;
- include five events in chronological order; and
- include pictures and labels for each event.

Differentiation for Specific Needs: For students demonstrating characteristics of dyslexia, attention is given to the various ways that students can demonstrate mastery of required standards, such as verbally giving information or using a word processor for written tasks. With the reciprocal nature of reading and writing, students, especially those with characteristics of dyslexia, also need opportunities to apply foundational literacy skills when decoding and encoding connected text.


POSSIBLE STUDENT RESPONSE


Timeline of Student's Life



PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 4-5	<p><i>Teacher's Note: When reading this text, you will want to be sensitive to unique situations of the students in your classroom. Not every student has a home with a washing machine or even indoor plumbing.</i></p> <p><i>Teacher's Note: Refer back to Timelines, Timelines, Timelines! pages 6-9 and tell students that they will be following the steps for ordering the events of Tracy's life from the text Home in chronological order. They will co-create a picture timeline of Tracy's life with labels as they are rereading specific pages of Home (see timeline below).</i></p> <p>What major event has happened in Tracy's life? What major event should we use to begin our timeline?</p> <p>(Teacher adds Tracy's birth to picture timeline after students respond-have students help with the placement of this event on the timeline.)</p>	<p>The major event is that Tracy was born. I know this because they are holding a baby and in the window, there is a congratulations card. We should show Tracy as a baby on our timeline.</p>

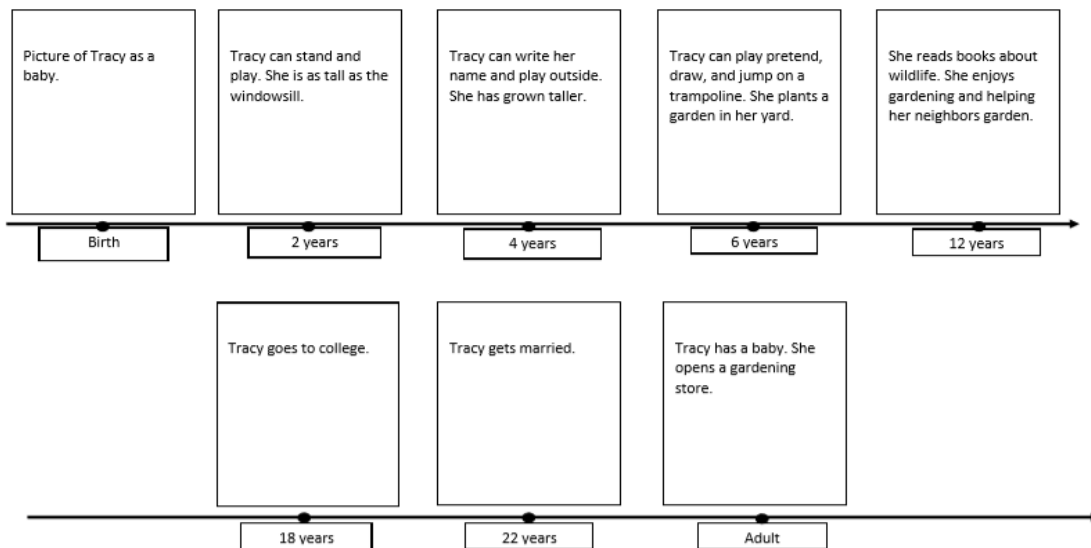
<p>Pages 6-7</p>	<p>How has Tracy changed from the previous page?</p> <p>I'm noticing a vertical timeline on the wall. What information do you think this timeline is showing? Why do you think the illustrator included this?</p> <p>Think back to the vertical timeline we saw in our book <i>Timelines! Timelines! Timelines!</i> Why would Tracy's parents use a vertical timeline?</p> <p>(Teacher adds Tracy as a two year old to the picture timeline after students respond-have students help with the placement of this event on the timeline.)</p>	<p>Tracy has grown up and she can now stand and play.</p> <p>I think the timeline is there to show how tall Tracy is when she is two years old. At the top of the timeline, it says that Tracy is now two years old. Now she is just as tall as the windowsill. (Students may mention that their parents also do this at their house to keep track of how tall they are getting.)</p> <p>Her parents used a vertical timeline to show how much Tracy grew each year. Now they can see how much she has changed over time.</p>
<p>Pages 8-9</p>	<p>The illustrator has shown us some clues about how Tracy has grown and changed. What clues do you notice?</p> <p>(Teacher adds Tracy as a four year old to picture timeline after students respond-have students help with the placement of this event on the timeline.)</p>	<p>Tracy is bigger. She is four years old. She can write her name and play outside on her own. I can tell she has grown taller by her vertical timeline.</p>
<p>Pages 10-13</p>	<p>Based on the illustrations on these two pages, what can you infer the character is like? How do you know?</p> <p>On page 13, why do you think the illustrator shows Tracy planting?</p> <p>(Teacher adds Tracy as a six year old to picture timeline after students respond-have students help with the placement of this event on the timeline.)</p>	<p>Tracy likes to play pretend, draw, color, and write. I infer this because in the illustration I see a drawing where Tracy is flying. Sometimes I like to draw the things I pretend I can do. She also likes to jump on a trampoline. I see a trampoline in the illustration. My neighbor has a trampoline in their yard that they like to jump on.</p> <p>I think Tracy enjoys planting because when she was six, her neighbor gave her a plant. When she was six, her yard didn't have any plants, but now, there is a garden and plants and she is adding more.</p>

Pages 16-17	<p>I'm noticing that Tracy's vertical timeline is gone. If it was still there, what do you think it would look like now?</p> <p>What details did the illustrator add on these pages to show what Tracy is interested in?</p>  (This is an opportunity for a collaborative talk structure.) <p>(Teacher adds Tracy as a twelve year old to picture timeline after students respond-have students help with the placement of this event on the timeline.)</p>	<p>Tracy's timeline would be taller because she has grown and it would show her at age 12.</p> <p>She has a book about wildlife because she likes plants and animals. She has a pitchfork in her hand, which tells me that she enjoys gardening. Her garden has grown, so she must take really good care of it. It looks like she might be helping her neighbors plant gardens because it looks like she is going to help a friend.</p>
Pages 22-23	<p>In Tracy's window I'm noticing a book that says university prospectus. I know that is a book that gives us information about different colleges. Why do you think the illustrator put this book on Tracy's windowsill? What does this tell us about Tracy?</p> <p>I notice there is no information on this page that tells me how old she is. I wonder if there is a way we could go back to the beginning to figure out her age now. Let's go back to page 4, when she was just born. Now when I turn the page, I notice she is two. When I turn the page again, I notice she is four. Let's turn again. Now Tracy is six. What pattern has the author used to organize the events in Tracy's life?</p> <p>How can we use this organization to figure out how old Tracy is when she goes to college?</p> <p>(Teacher adds Tracy at age 18 going to college to picture timeline after students respond-have students help with the placement of this event on the timeline.)</p>	<p>The illustrator added this book because Tracy is choosing which college she wants to attend.</p> <p>The author is showing us Tracy's life every two years.</p> <p>We could count by two's starting at the next page up until she goes to college.</p>
Pages 26-27	<p>What is the important event in Tracy's life on this page? What else do you notice about Tracy?</p> <p>(Teacher adds Tracy at age 22 getting married to picture timeline after students respond-have students help with the placement of this event on the timeline.)</p>	<p>Tracy is getting married. I know because I see a wedding card in her window, and I can see them in their wedding outfits. I also notice Tracy is 22 when she gets married. All of her family and neighbors are attending her wedding.</p>

Page 32	<p>What can we learn about Tracy from this illustration? Why do you think Tracy chose this as her career?</p> 	<p>We know that Tracy had a baby. She opened her own plant store as her job. We noticed that Tracy loved plants and gardening all the way through the book.</p>
After Reading	<p>How does the timeline we made together help us understand the changes the author described in Tracy's life? What specific changes did you see with Tracy?</p>	<p>The timeline helps us see how Tracy changed because of events that happened in her life. Tracy looks different now because she is older. She liked doing different things like planting flowers as she got older and now she has a job selling plants.</p>

RESOURCE

Timeline of Tracy's Life



TRANSPORTATION THEN AND NOW– READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT	
<p>Text: <i>Transportation Then and Now</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
400L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Slightly Complex</p> <p>The connections between then and now are explicit and clear and the organization is presented chronologically. Text features such as bolded words, glossary and index can help the reader but are not essential to understanding the content. The pictures and timeline graphics will assist students in understanding the text.</p>	<p>Moderately Complex</p> <p>The language is largely explicit and easy to understand with some unfamiliar vocabulary such as transportation, street cars, and subway. The sentence structure is made up of entirely simple sentences.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Slightly Complex</p> <p>The main idea of transportation then and now is the title of the text and is explicitly stated on the first page.</p>	<p>Moderately Complex</p> <p>The knowledge demands of this text contains mostly discipline specific knowledge about transportation and how it has changed over time. It includes simple, concrete ideas that are easy to understand.</p>

LESSON OBJECTIVE(S) FOR THIS READING

Students will compare the changes in the ways people traveled in the past to how they travel today, and explore the causes of some of these changes and the effects of these changes on our lifestyles. To achieve this understanding, students will:

- compare and contrast the differences in transportation in Tennessee from long ago and today; and
- use words related to chronology and time, including past and present, to show changes in transportation over time and how these changes have changed the way we live in Tennessee today.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- past (explicit)
- present (explicit)
- transportation (explicit)
- streetcars (implicit)
- subways (embedded)


DAILY TASK

The daily task for this text will be combined with the Daily Task for the first reading of *As An Oak Tree Grows*.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: Previously we read Home by Jeannie Baker and we learned how Tracy and her neighborhood changed over time. In this text, we will learn about transportation and how it has changed over time. In addition, we will examine a timeline that identifies specific dates for when new forms of transportation became available to us.</i>	
Front Cover	I read the title <i>Transportation Then and Now</i> . I am thinking that this book will help me learn about how transportation has changed from the past to the present. What do you think we might see and learn in the rest of the book?	I see the old car on the front cover so I think we may see more pictures showing how cars used to look. I think we may see pictures of horses and buggies because I know that a long time ago people traveled by horse and buggy.

<p>Pages 2-5</p>	<p>How do you think life is different for the people in the cars than in the horse drawn buggy? How do cars make our lives easier?</p> <p>What might be the disadvantages of using cars instead of horse-drawn buggies?</p>	<p>I think that life with cars is faster than with horses. We can get places much quicker. I can travel far away to visit family and friends, and I do not think that would be easy with horses.</p> <p>Cars can be dangerous when people get in wrecks or drive too fast. Cars can be loud and make the air dirty. A car cannot be a pet. I would like having a horse to go places with because it would be like having a pet.</p>
<p>Pages 4-5</p>	<p>Compare the two pictures of traveling long ago by wagon and now by truck. How have roads changed over time? How do roads today make transportation easier?</p> <p>How might bad weather affect the wagon train? How might that same bad weather affect the journey of the big truck?</p>	<p>We now have paved roads and highways that let us travel faster, smoother, and easier. Long ago, wagons could only travel on dusty trails. This must have been slower and bumpier to ride on.</p> <p>Long ago, rainy or snowy weather would have made it very hard to travel by wagon. The wagon might get stuck in the mud or snow. People in the wagon would get wet and cold. It would be uncomfortable and hard to travel in bad weather. In today's time, rainy weather does not stop the truck from traveling, but snow and ice can still make it hard for trucks to travel. People riding today in the truck will be more comfortable than long ago in the wagon because they will not get wet or cold when there is bad weather.</p>
<p>Pages 8-9</p>	<p>How can you tell from the words and photos that ships in the present time are different than ships in the past?</p> <p>Why do you think big ships today like the one in the picture do not have sails anymore?</p>	<p>From the photos, I can tell that ships in the past had big sails, which caused them to move from one place to another. The ship from today does not have any sails so it must have a big engine to make it go. From the words in the text, I can tell that ships in the present time are bigger than in the past. I think that ships today can carry more people and are probably faster.</p> <p>I think the sails on the ships from long ago are not as strong or as fast as the engines or motors on today's ships.</p>

<p>Pages 10-11</p>	<p>Compare the photos of the two trains. The photo of the train from the past is powered by a coal fired steam engine that you can see and the present day train is powered by electricity. You can see the electrical wires over the train that bring the electricity. What else can you learn from comparing the two photos?</p> <p>Now look at these photographs from two trains in Tennessee from the past and present (see images in Resources section). How are these images similar? What can we learn about changes in transportation in Tennessee?</p>	<p>The photo from the past is not in color and is not as clear as the photo in the present. I also see cars from the past and the people are wearing different clothes in the photo from long ago. The train from the past has bigger wheels and has a boxy shape. I can see the steam coming from the train. In the photo of the train from today, I see tall buildings and a faster looking train. This photo looks like big cities from today and is in color. I can learn that trains have changed in many ways over time, but some things are the same. We still have trains that travel on tracks and carry people and things from place to place.</p> <p>Both of the trains travel on tracks and carry people and things on railroad tracks in Tennessee. The newer train is probably faster and does not have a steam engine. We can learn that although we have had trains in Tennessee for a very long time, these trains have become faster. Trains now travel to bigger cities because cities in Tennessee have grown.</p>
<p>Pages 14-15</p>	<p>What new information have we learned about how transportation has both changed and stayed the same over time from this text? What do you think is the biggest change?</p>	<p>We have learned about what cars, trains, boats, and planes really looked like in the past because this book has real photographs. We have learned that long ago transportation was slower and smaller than today. We learned that today some people ride on trains underground and in the past some people rode on streetcars, which are like trains on the streets. We have learned that some things about transportation have stayed the same, such as how trains still travel on tracks, boats still carry people over water, and people traveled on roads in the past and present. The biggest change seems to be that today transportation is faster and bigger than in the past.</p>

	How does this information compare to the ways transportation has changed in our state (refer to primary sources in Resources section).	I can see from the photos that transportation in Tennessee has changed in many ways. In the long ago photos, I see the roads look dusty and there does not seem to be streetlights or lines on the roads. I think that this would make it harder to travel. In today's photos from Tennessee, I see paved roads with lines and lots of lights. The cars will travel easier on these kind of roads. I can also tell that travel is faster today than long ago. These photos look very similar to the ones in our book we are reading.
Refer to primary sources of cities past and present in Resources section.	<p>Let's take a careful look at the two photos of (choose Memphis, Nashville, or Knoxville photos) from long ago and today. Think back to our book <i>Home</i> and how we tracked the timeline of changes in that small neighborhood over time. Tracy's neighborhood looked very different at the end of the story than at the beginning. What might be some of the events that happened from long ago in (this city) to make it look like (this city) today?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>What are some things you are still wondering about when thinking about the changes in these two photos?</p>	<p>People built buildings that are taller and bigger. People made paved roads and sidewalks. There are many more lights in the city now. People started driving cars and now there do not seem to be horses in the cities.</p> <p>I am wondering where people keep their horses now that they don't use them for transportation. I am wondering what happened to the buildings in the old photo. Were they torn down? I am wondering how fast the trains can go long ago and today.</p>
Pages 18-19	Thinking back to the book <i>Timelines! Timelines! Timelines!</i> , what type of timeline did the author use to show changes in transportation?	This information is arranged in order by dates or years on a horizontal timeline.

Pages 18-19

I'm noticing this timeline ends with an ellipse. When I've read other books with three dots at the end, it meant there is still more information to come. That makes me think the three dots at the end of this timeline means there will still be more changes with transportation to come. This timeline ends in 1981. Where would present day time be on this timeline?

What other things could be placed on our timeline that have happened since 1981?



Present day time would be on the far right side of the timeline and off the page. We could add electric and hybrid cars and high speed trains.

RESOURCES

Tennessee train from 1895:

[https://upload.wikimedia.org/wikipedia/commons/0/02/Tennessee train with marble 1895.png](https://upload.wikimedia.org/wikipedia/commons/0/02/Tennessee_train_with_marble_1895.png)



Train Today in Tennessee:

Amtrak Exhibit Train @ Memphis Central Station

<https://upload.wikimedia.org/wikipedia/commons/6/66/Amtrak Exhibit Train %40 Memphis Central Station - panoramio.jpg>

Primary Sources to refer to when reading pg. 14-15

Nashville- Past



Nashville- Present



Retrieved from: <http://www.visitmusiccity.com/Visitors/neighborhoods/downtownneighborhood>

Memphis- Past



Memphis- Present



Retrieved from <http://ilovememphisblog.com/2012/01/then-and-now-100-vintage-photos-of-memphis/>

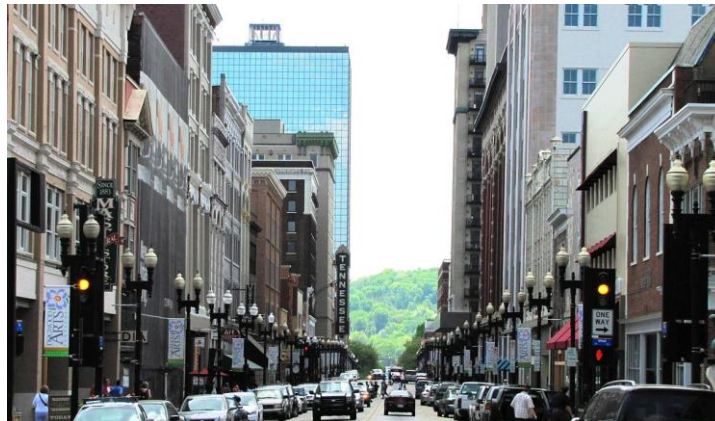
Knoxville- Past



Retrieved from:

<https://commons.wikimedia.org/w/index.php?search=Gay+Street+Knoxville+TN&title=Special:Search&go=Go&searchToken=bnupwltxo0il6dumsoul16ves#/media/File:Gay-street-knoxville-1903-tn1.jpg>

Knoxville- Present



Retrieved from:

<https://commons.wikimedia.org/w/index.php?search=Gay+Street+Knoxville+TN&title=Special:Search&go=Go&searchToken=bnupwltxo0il6dumsoul16ves#/media/File:Gay-street-knoxville-1903-tn1.jpg>

As An Oak Tree Grows– READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT

Text: *As An Oak Tree Grows*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

550L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Moderately Complex

The connection between the events are subtle; however, the organization is sequential and chronological. The use of text features (timeline) and pictures are integral to understanding the text.

LANGUAGE FEATURES

Moderately Complex

The language in this text is easy to understand with some examples of complex meaning and vocabulary such as “life sped by”, jet contrails, conserved, and radio sound waves. The sentence structure is primary simple with few examples of complex constructions.

MEANING/PURPOSE

Very Complex

The purpose of this text is implicit – the reader must understand the change of the tree happens slowly while the change in the town happens quickly. The concept of time is abstract for young readers.

KNOWLEDGE DEMANDS

Moderately Complex

The knowledge demands of this text is a mixture of both common practical knowledge and discipline specific knowledge on change over time. It includes both a mixture of simple and complicated ideas with a few references to plant growth.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how changes in transportation, communication, homes, and technology occur over time. To achieve understanding, students will:

- describe changes within the town by using the illustrations and key details;
- understand that illustrations add to the ideas and information about changes in the town over time; and
- recount the growth of the town from the tree's point of view, describing changes in transportation, communication, homes, and technology and how these changes affected people's lifestyles both positively and negatively.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- electricity (explicit)
- migrations (embedded)
- rumbled (explicit)
- powered (explicit)
- faded (explicit)
- radio waves (embedded)
- sound waves (embedded)

DAILY TASK


Pretend the oak tree in *As an Oak Tree Grows* was in your town. In order to share with people attending an upcoming town festival, write a narrative from the tree's point of view recounting changes in your town over time, including some details to describe changes in transportation, communication, technology, and homes.

Your writing should:



- introduce your topic;
- be written from the point of view of an oak tree;
- include some details to describe changes in transportation, communication, technology, and homes;
- use time order words to signal event order;
- use vocabulary from our text; and
- provide some sense of closure which includes a statement about how these changes have affected people's lifestyles today.


POSSIBLE STUDENT RESPONSE

As an oak tree, I have seen so many changes in my town. First, people had to walk everywhere. Then, they traveled by horse and buggy. Next, trains rumbled across the railroad tracks. Now, they can travel in cars and planes. Another change that I have seen is in communication. People are now able to use radio waves to listen to music in their cars and homes. Things are much noisier now than long ago! When people started using electricity, it powered streetlamps so people could see outside and have lights in their homes. Finally, homes have changed. There used to be very few homes, but now everywhere I look, I can see neighborhoods. I love the city, but I do miss the other trees and the quiet of the forest before the city was built. Even though I have only been alive for 200 years, the changes I have seen have been amazing to watch!

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Prior to reading, show students the primary source Birthing Tree White Oak #4 (see Resources section) to connect to Tennessee. As the text is read, create an anchor chart listing changes in transportation, communication, technology, and homes as the changes are observed by students through reading. (Anchor chart and Primary Source provided below).</i></p> <p>What do you notice and what do you think this book will be about? What do you notice about the different forms of transportation?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p><i>Teacher's Script: "In this reading, we will continue to read about changes that can occur in our community and the changes that are observed by an Oak Tree."</i></p>	<p>I notice the tree on the left is in the winter. The car is a really a horse and buggy and it looks is very old looking and the town is very small. The tree on the right is in the summer and the tree has grown. The car looks like today and the town is much larger. I think we will learn how the tree grew and how the town also grew.</p>
Pages 1-3	<p><i>Teacher's Note: Show students the acknowledgement page. Be sure to point out the acorn that has fallen off of the tree. This is the acorn that will be planted on page 4.</i></p>	

Pages 4-5	<p>Based on the clues the illustrator gave us, when do you think this story begins?</p> <p><i>Teacher's note: Begin a class created anchor chart starting with the information from this page, which illustrates the year 1775, and continue charting information from the pages which illustrate the years of 1800, 1850, 1900, and 2000. There is an example of the anchor chart in the Resources section following the question sequence. Much of this information will be helpful for the ongoing timeline being created throughout the whole unit.</i></p>	<p>The illustrator is helping us see that this story began a long time ago because I see an American Indian home all by itself. There is also a canoe. The boy's clothing looks different from what we wear today.</p>
Pages 8-9	<p>What does the author want you to notice about changes in transportation and homes from 1775 to 1800?</p> <p><i>(Add information about 1800 to timeline.)</i></p> <p>What are the effects on the forest of the growth of the town?</p>	<p>In 1775, homes looked like huts and there was only one home with no roads. In 1800, homes were built out of wood from the trees in the town. There are many homes in the town now. They have cleared paths for roads and now they travel by horse and buggy.</p> <p>The trees in the forest were used to build the town. The forest is disappearing. The animals who lived there had to find new homes when the trees were cut down.</p>
Pages 10-11	<p>I'm noticing the timeline is growing. How is the organization of this text like our text <i>Home</i> that we just read?</p>	<p>They both have timelines to show events in order. In this book, the events happen every 25 years, and in <i>Home</i>, the events happened every two years.</p>
Pages 12-13	<p>These pages have many details that show how new technologies have changed people's lives. What are some of the key details that support the author's main idea of change on these pages?</p>	<p>The author told us that travel now happens by trains. People now leave their homes to work in factories. The town has continued to grow and has different neighborhoods. A man is mowing his grass with a lawn mower, which is new technology.</p>

	How did these new technologies affect people's lives both positively and negatively?	These technologies have made people's lives easier in many ways. They can travel to places faster by train. They can cut their grass with a lawnmower. However, people in this town do not have as much space as they used to. Now, they have neighbors close by and not the big forest.
Pages 16-17	How do the illustrations help you understand the changes that have occurred?	The illustrator drew these pages at night to show us that the town now has electricity. There are also powerlines and streetlamps.
Pages 18-21	<p>How have transportation and technology changed throughout the book so far?</p> <p>How has communication changed now that there are radio and sound waves? What might be the downsides of having radios in homes?</p> 	<p>In the beginning, people had to walk or ride in a boat. Then they traveled by horse and buggy or on trains. Now, they travel in cars on paved roads, by airplanes, and on motorboats. There are now radio and sound waves so people can listen to music.</p> <p>People now have radios, televisions, and telephones to help them communicate. They can hear the news and music on the radio. The downside might be that they do not get together as much with their neighbors to talk together and create their own music with instruments. Radios can also be loud and noisy.</p>
Page 25	<p>Why do you think the author chose to write, "A big storm is on the way?"</p> 	I know the tree is very old. The author says it has been able to survive many storms, but maybe this storm will be too strong for the old tree and it will fall down.
Pages 28-29	From this book, what did you learn about changes that occurred in this town over time? Why do you think these changes happened?	There were many changes over the past 200 years. The town went from one home to many neighborhoods. The roads are now paved. There are many ways to travel, including trains, planes, and automobiles. The people can also communicate more easily because have new technologies, such as the telephone. I think these changes happened because more and more people moved to this town and people had to keep building houses and roads. I

	<p>In your opinion, were all of these changes good? Why or why not?</p> <p>(Refer back to primary sources in the Resources section.)</p> <p>Look at the photo of McMinnville, TN from today. Also look at the photo of the very old oak tree in McMinnville. If the oak tree could talk, what might it say to the people of McMinnville about how life has changed over the last 200 years?</p> <p>What advice would this oak tree give to people for the future?</p> <p>(Add any additional changes from these pages to anchor chart.)</p> <p>Now think about our own town where we live. What changes do you think a very old oak tree in our town has seen over the last 200 years?</p> 	<p>think things changed also because people wanted to have faster and easier ways to do things so they invented cars and electricity for lights and radios.</p> <p>I think most of the changes were good because they made life easier for people, but I don't think it was good to cut down all of the forest because animals need the forest for their homes. Also, the city looks so busy and loud. I think the beginning of the book showed a quieter place to live.</p> <p>I think the oak tree would say that people in McMinnville today are lucky in many ways. They now have large buildings to live in and smooth roads to drive their cars on. Long ago, people had had to walk places or ride a horse. They did not have many neighbors like they do today, but they did have lots of trees and animals that lived around them.</p> <p>My advice to the people of McMinnville would be to take care of the trees in your city. I would tell them that I see that they are planting trees on the sidewalk. I would also share that I think they should keep planting trees in their city and let the trees grow old like me.</p> <p>(Answers will vary, according to the city where your students live.)</p>
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Teacher's Note: The poster in the back of the book says "In the year 1775, Native Americans were living side by side with European settlers." Be cautious that this statement might send an inaccurate message that American Indians and settlers always lived in peace and harmony.

RESOURCES

	1775	1800	1850	1900	1925	2000
Homes	Native American Homes	homes made of wood	neighborhoods			apartments
Technology			factories lawn mowers	electricity: street lamps and power in homes		chainsaws gas stations
Communication					radios telephones	
Transportation	canoe	horse and buggy	trains		cars airplanes motorboats	jet planes highways

Birthing Tree White Oak #4

East TN, Landmark and Historic Trees, McMinnville, Warren County



<https://www.tufc.com/project/birthing-tree-white-oak/>

East Main Street in McMinnville, Tennessee, in the southeastern United States. November 30, 2008



Brian Stansberry (<https://commons.wikimedia.org/wiki/File:Main-street-mcminnville-tn1.jpg>), „Main-street-mcminnville-tn1“, <https://creativecommons.org/licenses/by/3.0/legalcode>

TEXT

Text: *As An Oak Tree Grows*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how changes over time can happen slowly or quickly. To achieve this understanding, students will:

- describe the connections between the major events from *As An Oak Tree Grows* using key details about how the tree grew slowly and the town grew quickly; and
- use illustrations and words to sequence the major events of the tree's life cycle and the town's growth.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- sprouted (implicit)
- shed (embedded)
- upward (implicit)
- outward (implicit)
- wilted (implicit)
- conserved (embedded)
- steadily (explicit)
- survived (embedded)

DAILY TASK

Write a response to the following question using information from the text, as well as the class anchor chart. What did the author mean when he wrote, “The oak tree grew slowly and steadily while all around it life sped by.”?



Your writing should:

- introduce your topic;
- include some details to describe changes in the tree’s life cycle compared to the town’s growth;
- use important information from the text to write your response;
- use vocabulary from our text; and
- provide some sense of closure.

POSSIBLE STUDENT RESPONSE

When the author wrote, “The oak tree grew slowly and steadily while all around it life sped by,” he was telling us how the tree grew differently from the town. It took 200 years for the tree to grow from a sprout into a giant oak tree. While the tree grew slowly and steadily, the town was growing quickly and had many changes. In the beginning, the town was just a big forest with few people and homes. By the end, the town was full of people, buildings, and transportation.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher’s Script: We are returning to the book, As an Oak Tree Grows to learn more about how both the tree and the village grew and changed.</i></p> <p><i>Teacher’s Note: In today’s reading, read only the pages in the book that discuss the tree’s life cycle compared to the town’s growth.</i></p>	
Pages 4-7	<p>These pages describe the beginning of the tree and the beginning of the town. What do you notice in the words and illustrations that tell us about the beginning of the tree and the town?</p> <p>(Add this information to the three-column chart- year, tree changes, town changes, provided below.)</p>	<p>The tree was planted and then the tree sprouted. The town was mostly forest and only had a couple of homes. Few people lived in the town.</p>

Pages 8-11	<p>The timeline tells us 50 years have passed. How have the tree and the town changed during this time?</p> <p>(Add this information to the three-column chart.)</p>	<p>The tree has grown taller as it grew upward and outward. The forest is gone and new houses and roads have been built. More people live in the town.</p>
Pages 12-13	<p>What did the author mean when he stated, "As the oak tree grew, everyone and everything was on the move."?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>(Add this information to the three-column chart.)</p>	<p>The author meant that lots of changes in the town were happening as the oak tree grew. More people arrived in the town and built homes and buildings. There are also now trains and ships in the town.</p>
Pages 16-19	<p>What major changes occurred in the town over the next 125 years as the tree continued to grow?</p> <p>(Add this information to the two-column chart.)</p>	<p>The tree is still growing taller slowly. The town now has electricity and people can travel in cars.</p>
Pages 22-25	<p>Now the oak tree is 200 years old. How does the growth of the tree compare to the growth of the town?</p> <p>(Add this information to the three-column chart.)</p>	<p>The tree still looks the same, but has grown bigger. The town does not look the same. It has changed in many ways. Transportation has changed from walking, to horses, to cars. The town is now full of people, stores, and homes.</p>
Pages 28-31	<p>How is the life cycle of the tree different from the growth of the town?</p> <p> (Add this information to the three-column chart.)</p> <p>How is life different for the tree in 1975 than when it was a young tree? Are these changes slow or fast, and how do you know?</p>	<p>The tree is now dead and the town will use it to continue building. The town will continue to grow, but a new tree will have to be planted for a tree to grow again.</p> <p>The tree used to live in a quiet forest with many trees and animals. Now the tree lives in a busy town with lots of people, cars, and homes. The tree changes quickly at first, but then grows very slowly over the 200 years. The change in the tree is that it gets bigger, but the tree still looks the same as it grows.</p>

	How is life different for the people in 1975 than for people in 1825? Do these changes happen slowly or quickly, and how do you know?	Life is much different for people in this town in 1975 than in 1825. People that lived here in 1825 did not have many neighbors or stores to shop in. They had to walk or ride a horse to travel. In 1975, the people had many things to make life easier, such as cars, electric lights, and radios. They have busy lives because there are so many more people and homes around them. The changes to the town happened quickly because the town looks different with each 25 years that passed.
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Teacher's Note: The poster in the back of the book says "In the year 1775, Native Americans were living side by side with European settlers." Be cautious that this statement might send an inaccurate message that American Indians and settlers always lived in peace and harmony.

RESOURCE

Year	Tree Changes	Town Changes
1775	Acorn	mostly forest one home
1825	small tree	no forest new homes and roads
1850	growing bigger	more homes and people trains and ships
1925	growing slowly	town with electricity, cars, and neighborhoods
1975	200 years old giant, old tree	continues to grow
Is this a slow change or a fast change? Explain.	Slow Change: The tree changes quickly at first, but then grows very slowly over the 200 years. The change in the tree is that it gets bigger, but the tree still looks the same as it grows.	Fast Change: The town looks bigger and different with each 25 years that goes by. There are many changes in the town, including in transportation, homes, and the ways people live. The town looks very different in 1975 than in 1775.

A PICTURE BOOK OF DAVY CROCKETT– READING 1, QUESTION SEQUENCE 1, DAILY TASK 5

TEXT

Text: *A Picture Book of Davy Crockett*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

AD800

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Moderately Complex

The connection between the events in the text are subtle; however, the organization of Davy Crockett's life is chronological. Most of the graphics directly support the text and what life was like in rural Tennessee during the 1850's.

LANGUAGE FEATURES

Moderately Complex

The language of this text is explicit and easy to understand. The vocabulary is mostly familiar with some references to academic language such as: legend, debt, and geographical locations, including Jefferson County, Abingdon, and Knoxville. The sentence structure is primarily simple and compound with some examples of complex sentences that use direct quotes from primary sources.

MEANING/PURPOSE

Slightly Complex

The purpose of this text is narrowly focused around the events of Davy Crockett's life and how he became a legend.

KNOWLEDGE DEMANDS

Moderately Complex

The knowledge of this text relies on common practical concepts related to the life of Davy Crockett. It also includes some discipline-specific content knowledge, such as tall tales, geographic locations throughout Tennessee, and people living in Tennessee during that time period (Dutchmen and Irishwomen).

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how life in Tennessee has changed since the 1800's, caused by new technologies and lifestyles. To achieve this understanding, students will:

- use key details from the text to identify how life in Tennessee is different now; and
- describe the key differences between life in Tennessee in the 1800's and now, including information to support what has caused these changes over time.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- legend (explicit)
- debts (explicit)
- backwoods (embedded)
- mill (embedded)
- wagon train (embedded)
- spinning wheel (implicit)

DAILY TASK

Write a letter to Davy Crockett describing how life in Tennessee today is different from life when he was living in the 1800's using what you have learned from the texts we have read so far in this unit.

Your writing should:



- use key details from the text to identify how life in Tennessee is different now;
- include information from *A Picture Book of Davy Crockett*, *As an Oak Tree Grows*, and/or *Transportation Then and Now* to support what has caused these changes in two or more of the following areas: technology, homes, schools or food; and
- use vocabulary from our text.

POSSIBLE STUDENT RESPONSE

Dear Davy,

Life in Tennessee has changed a lot since the 1800's. Now, I don't live in a log cabin in the backwoods like you did. I live in an apartment in a large city. When you were a child, you worked and did not go to school, but now, all children go to school when they are 5 years old. I thought it was neat that you used a long rifle to catch your food. Today, I go to the store with my mom to get our food. I think things are so different now because we have a lot of machines to do our work for us and stores to buy what we need.

Sincerely,
First Grade Student

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: We have been reading about changes as trees and neighborhoods grow. Today we will read about the changes that happened in Davy Crockett's life.</i>	
Page 3	How did the real Davy Crockett become a legend?	Davy Crockett was a great story teller and loved to tell tall tales about himself, which were not true. These tales helped him become a legend and that's why we remember him today.
Pages 4-5	On these pages, what did you learn about Davy's life in the late 1700's? What similarities do you notice between Davy's life and the beginning of the town in <i>As An Oak Tree Grows</i> ?  (This is an opportunity for a collaborative talk structure.)	Davy was born in a cabin in the backwoods in east Tennessee. They did not have any neighbors. Davy used a wagon for transportation and they also used wagons in the beginning of <i>As An Oak Tree Grows</i> .
Pages 6-7	Why did Davy write that he "set out with a heavy heart" when he was twelve years old?	He was sad because he had to leave his family to work and he was only twelve years old.
Page 8	What caused Davy to become one of the best hunters in the country when he was a boy? How is this different from what you learn in school today?	When he was working for the Dutchman, he learned how to shoot a long rifle. We don't learn that in school today. We learn how to read, write, and do math.
Pages 10-11	Davy had a lot of jobs when he was a teenager. What were some of his jobs and how do they compare to jobs teenagers do today?	Davy had to work on a farm, take care of cows, help on a wagon train, and work for a hatter. Now, teenagers work at restaurants, swimming pools, and they can babysit.
Pages 14-15	What if Davy lived in today's time? How would the illustrations on these pages of his life look different if he lived in an urban neighborhood like we read about in the book <i>Home</i> ? 	Davy's house may not be made out of logs anymore. There would be roads and cars, and he would probably have neighbors. Davy would not be dressed in that type of clothing. He would have on jeans or shorts and a t-shirt. He would be carrying grocery bags instead of geese to feed his children. His wife would not need a spinning wheel to

		make clothes because she could buy them at a store.
End of Page 15	<p>What did you learn about life in Tennessee long ago from this book?</p> <p>What do you think has caused the changes in the way people lived long ago to the way people live life today?</p> <p>Would Davy like to live in Tennessee in today's time? What would he think about the way we live in Tennessee today?</p> <p><i>Teacher's Note: The reading of this text will conclude at the end of page 15. These pages provide sufficient information for students to meet the lesson objectives connected to the Social Studies standards.</i></p>	<p>Life was very different in Tennessee long ago. It was much harder to get food and clothes because there were no stores. Some children had to work hard jobs instead of going to school.</p> <p>I think these changes happened because people wanted things like stores, cars, schools, and roads to make our lives easier.</p> <p>I think Davy would rather live long ago because he loved to hunt and be in the wild forest. I don't think he would like the large number of cities, cars, and stores in Tennessee today. He would probably want to go live in a part of Tennessee that has lots of forest and not too many towns.</p>

MY GREAT-AUNT ARIZONA– READING 1, QUESTION SEQUENCE 1, DAILY TASK 6

TEXT	
<p>Text: <i>My Great-Aunt Arizona</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
660L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Slightly Complex</p> <p>The organization of this text is a narrative story, which is chronological throughout the life of Arizona. The use of illustrations help support the meaning of the story.</p>	<p>Very Complex</p> <p>The conventions are largely explicit and easy to understand, with some occasions for more complex meaning, including, “Christmas trees like soldiers guarding the room.” The vocabulary in this text is fairly complex and includes many unfamiliar vocabulary words related to life in the past, including cavalry, petticoats, galax, ginseng roots, and lard buckets. The sentence structure includes many complex sentences that may be difficult for students to comprehend on their own.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Very Complex</p> <p>This text contains multiple levels of meaning (i.e., the story of Arizona, school/life in the past, and an individual’s hopes and dreams) that may be difficult to separate. The theme of Arizona’s quiet yet meaningful life, is revealed over the entirety of the text.</p>	<p>Very Complex</p> <p>The life experiences in this text will be uncommon to most young readers, as they include what life was like in the past, including attending school in a one-room schoolhouse. The book also takes place in rural America, which may be uncommon to readers.</p>

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how Arizona grew and changed over time, and how some things about her stayed the same even as she grew into an adult. To achieve this understanding, students will:

- describe Arizona and the major events in her life that show how she grew and changed over time;
- identify how some traits about Arizona stayed the same over her lifetime; and
- recount details from Arizona's point of view.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- meadow (implicit)petticoats (embedded)
- fiddler (implicit)
- barefoot (embedded)
- faraway (explicit)ginseng roots (embedded)
- petticoats (embedded)
- sap (embedded)

DAILY TASK

Teacher's Note: Explain to students what a journal entry is and why people may keep journals before beginning this task. As a class, write a journal entry from the point of view of Arizona when she was a young student going to school. (Please see example of this journal entry in the Resources section.) The students will then write a second journal from the point of view of Arizona as a teacher in her own classroom which tells how she has changed.

Pretend that you are Arizona and you have just retired from teaching. As you are thinking back over all the events of your life, you decide to write down some thoughts in your journal. Your journal entry explains how some things about you have changed since you were a child, and how some things about you have stayed the same.


Your writing should:



- be a journal entry written from Arizona's point of view; and
- include key details from the text to describe at least one way Arizona grew and changed since she was a child and one way Arizona has stayed the same.

POSSIBLE STUDENT RESPONSE

Journal Entry from the Day of Arizona's Retirement:

When I was a little girl, I played with my brother Jim. We would play in the creek in the summer and make snow cream in the winter. When I grew up, I became a teacher and spent my time teaching children about faraway places and how to read. One thing that stayed the same about me is that I always loved being at school, and I always dreamed about the faraway places that I wanted to visit.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: The author, Gloria Houston, wrote this book about her Great-Aunt Arizona.</i></p> <p><i>Teacher's Script: As we read this text, we will learn about the major events in the author's Great Aunt Arizona's life as she grew from a child to an adult, and how these events influenced her life as an adult.</i></p>	
Pages 4-6	<p>How was the time Arizona was born different from the time Tracy was born in our text, <i>Home</i>?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	Arizona was born in a log cabin that her papa built, and Tracy was probably born in a hospital. When Arizona was born, a mailman rode on a horse to deliver a letter from her brother who named her. Tracy's parents named her when she was still in the hospital.
Pages 7-13	Now Arizona is a little girl. What are some things she enjoys doing during the different seasons?	Arizona enjoys singing, dancing, reading, playing with her little brother, searching for roots in the mountains, and making snow cream.
Page 14	What major event is happening on page 14? What things does she enjoy while in school?	Arizona goes to school. She still enjoys playing and reading.
Page 19	The author wrote, "She still loved to read and dream about faraway places she would visit one day." What do you predict that Arizona may grow up to be or like to do when she grows up?	I think that Arizona will grow up to travel to faraway places. I think that she will love to read when she is an adult.
Page 19	How did Arizona's mother dying impact her life?	She couldn't go to school anymore because she had to care for her dad and brother since they didn't have a mom. Even though she wasn't in school, she still loved to read and dream.
Page 20	In the illustration, Arizona looks tired, but happy. Why did the illustrator draw her this way?	The author tells us that she is tired because she is working hard on chores. She is happy because she is back at school, learning to be a teacher, and still gets to dream.

Pages 21, 24-25	How were some of Arizona's dreams fulfilled as an adult?	She finally became a teacher, she got married and stayed a teacher, and then she had a family.
Pages 31-32	<p>Arizona died on her 93rd birthday. How does Arizona continue to impact her family and students?</p> <p>What are some words and phrases on these last pages that the author has repeated throughout this text?</p> <p>Why do you think the author has repeated these phrases? What is the author wanting us to know about Arizona by repeating these details about Arizona throughout the story?</p>	<p>They continue to think about her even though she is gone. They haven't forgotten her. They keep her in their minds because she taught them about faraway places. She was a special person to them because she loved each of them.</p> <p>"visit faraway places someday"</p> <p>"tall"</p> <p>"long, full dress, and a pretty white apron, with high button shoes, and many petticoats."</p> <p>"goes in my mind"</p> <p>These are things about Arizona that stayed the same as she grew. These are the things that the author want to remember about Arizona, and the things that make Arizona special to the author.</p>
After Reading	<p>As Arizona grew up, the things about her changed. What are some ways that Arizona changed as she grew?</p>  <p>What are some things about Arizona that did not change when she grew up?</p> 	<p>She was a student in a one-room schoolhouse, and when she grew up she was a teacher in her own classroom. When Arizona was a child, she loved to play with her brother in the creek. When Arizona grew up, she loved to teach and hug her students. When Arizona was young, she lived with her mom and dad and brother. When she grew up, she lived with her husband and daughter.</p> <p>Arizona always loved to go to school, both as a student and as a teacher. She always loved to dream about faraway places that she would love to visit. Arizona wore long dresses with petticoats and an apron all of her life.</p>

GOING TO SCHOOL: COMPARING PAST TO PRESENT -READING 1, QUESTION SEQUENCE 1, DAILY TASK 7

TEXT	
<p>Text: <i>Going to School: Comparing Past to Present</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
430L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Slightly Complex</p> <p>The connections between then and now are explicit and clear and the organization is presented chronologically. Text features, such as table of contents, headings, glossary and index, can help the reader but are not essential to understanding the content. The pictures throughout the book contain black and white pictures to support the ideas of the past and colored pictures to support the ideas of the present. These photos will assist students in understanding the text.</p>	<p>Moderately Complex</p> <p>The language is straightforward and easy to understand with the only unfamiliar vocabulary word being blackboard. The sentence structure is made up of entirely simple sentences.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Slightly Complex</p> <p>The main idea of schools then and now is the title of the text and is explicitly stated on the first four pages.</p>	<p>Slightly Complex</p> <p>The knowledge demands of this text contain concrete ideas about schools and how they have changed over time. These ideas are easy to understand.</p>

LESSON OBJECTIVE(S) FOR THIS READING

Students will compare school long ago to school today to understand the ways schools have changed over time. To achieve this understanding, students will:

- compare and contrast the differences in school from long ago and today;
- use words related to chronology and time, including past and present, to show changes in schools over time; and
- use text features to locate key facts and information about the changes in schools from long ago to today.

VOCABULARY WORDS



The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- blackboards (embedded)

DAILY TASK

The daily task for this text will be combined with the Daily Task for the second reading of *My Great Aunt Arizona*.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: Let's continue to think about changes that have occurred in our history as we read the book, Going to School: Comparing Past and Present. This book helps us think about changes in schools and how changes have affected us as students.</i>	
Pages 4-5	Notice the photographs on pages 4-5. How do the photographs show us the difference between past and present?	The photographs on the left side are in black and white, which tells us it is from long ago. The photographs on the right side are in color, which tells us it is from the present. Also the way they are dressed in the pictures shows a difference from past to present.
Throughout the Book	How do the headings help us understand what we will read about in each section?	The headings tell us what we will learn about. On page 8-9, we will learn about schools in the past and present. On page 10-11, we will learn how students got to school in the past compared with how we get to school today.

	How is the way the author presented information in this text similar to the way information is presented in <i>Transportation Then and Now</i> ?	Both texts compare photographs and information about life long ago to photographs and information about life today. In both texts, we can learn about how life has changed from the past to the present. In each text, the author presented information about one topic, transportation or schools, and used real photographs to show the changes over time.
Pages 10-11	Think back to <i>Transportation Then and Now</i> . Why have changes in transportation made it easier for boys and girls to go to school now as compared to long ago?	Long ago, students had to walk to school. Now, we ride in cars and on buses. Transportation has changed over time so we don't have to walk as far now to get to school like they used to.
Pages 14-15; 18-19	How have changes in technology over time impacted how we learn at school?  (This is an opportunity for a collaborative talk structure.)	In the past, they did not have technology, so they wrote on blackboards. Now, we have computers that we can type on. A long time ago, they did not have computers, so they had to look everything up in a book or as their teacher.
Page 22	How are schools from long ago and today similar? 	Schools in the past and present both had libraries, we just have more books in our libraries now. Students in the past and present had teachers and books they learned from. Students also liked going to school in the past and we like going to school in the present.
After Reading- Refer to Primary Sources Below	Show images from schools in TN long ago and think about your school today (in Resources section). How do these schools from the past compare to your school? How do you think your school would be different for you if you lived in the past and went to one of the schools in these photographs?	Answers will vary. I think that school would be very different for me if I went to one of these schools. I think that I would be in a big class with older and younger kids. I think that I would not have as many books and tools for learning. I do not think I would have learning centers or computers because the classroom has does not have these things in the picture. I think that I would wear different clothes to school and walk to get there. My school would be warmer in the summer because the school long ago does not have an air conditioner.

	How does learning about schools from the past help you better understand Arizona's life as a child in school?	Arizona's school as a child was similar to the schools from the past in Tennessee. It helps me to understand that it was harder for children to attend school because you had to walk to school and sometimes you had to stay at home to help at the house.
After Reading	What changes do you think you will see with schools in the future? How might they be better or worse?	I think schools in the future will not use paper and pencils. We will use computers or tablets instead. Schools in the future may be bigger with more kids. Maybe we could stay at home and attend school by watching through the computer. We would miss our friends if this happened. Maybe we will not have as many books because we will read on our tablets. I think I would miss the real books. I think we will have bigger and more exciting playgrounds in the future.

RESOURCES

Class at the Oakdale School near Loyston, Tennessee, USA,
photographed before Loyston was inundated by Norris Lake in the 1930s.





By Lewis Hine - Tennessee Valley Perspectives, vol. 2, no. 3 (Spring 1972), p. 25., Public Domain,
<https://commons.wikimedia.org/w/index.php?curid=8756719>



TEXT

Text: *My Great Aunt Arizona*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand the differences between schools long ago and schools today. To achieve this understanding, students will:

- identify basic similarities and differences between *Comparing Past and Present: Going to School* and *My Great-Aunt Arizona* to compare how schools are similar and different in the past and present; and
- use a graphic organizer to describe Arizona's school from the past and schools in the present using key details from the texts.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- tin (embedded)
- spring (embedded)

DAILY TASK

Using the graphic organizer, compare and contrast similarities and differences between schools in the past and those in the present. On the left hand side, record numbered facts and details about schools in the past, using information from *Comparing Past and Present: Going to School*, and *My Great-Aunt Arizona*. On the right hand side, record corresponding numbered facts and details about schools in the present using information from *Comparing Past and Present: Going to School* and your own personal experience. At the bottom of the diagram, record similarities between schools in the past and present.


Your writing should:


- include some facts and details to describe how schools in the past and present are different;
- include some facts and details to describe how schools in the past and present are similar; and
- use vocabulary from our texts to describe changes in schools from the past to the present.

Teacher's Note: See student response example that follows for the structure of the graphic organizer.

POSSIBLE STUDENT RESPONSE

<u>Schools in the Past</u>	<u>Schools in the Present</u>	
<ol style="list-style-type: none"> 1. One-room schoolhouse 2. Lunches in tin buckets 3. Water from a spring 4. Not many books 5. Blackboards 6. Sitting in rows 7. Not all children attended school 	<ol style="list-style-type: none"> 1. Many classrooms in one school 2. Lunchboxes 3. Water from a water bottle 4. Lots of books 5. Whiteboards or Smartboards 6. Desks or tables 7. All children attend school 	
<u>Similarities</u>		
<ol style="list-style-type: none"> 1. Play games at recess 2. We use books to learn new information 3. Learn about words and numbers 4. Have a teacher 		

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: For the second read of My Great-Aunt Arizona, re-read only the pages listed on the question sequence to focus specifically on comparing schools in the past to schools in the present.</i></p> <p><i>Teacher's Script: "As we reread portions of My Great-Aunt Arizona, let's think about the changes that occurred in her school over time."</i></p>	
Pages 4-15	How does the information about school in the past compare to the information we learned about in the text <i>Comparing Past and Present: Going to School</i> ?	In both texts, we learned that in the past, school was in a one-room school house. Students in a lot of different grades were all in the same room, learning together.
Page 14	Why would the one-room school house be called a "blab school?"	When you blab, you can be loud and lot of students in one room would get very loud, especially since they all read at the same time.
Pages 16-17	<p>What similarities and differences are you noticing on these two pages about school life in the past and present?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	In the past and present, we bring our lunches to school, but today we use lunch boxes and long ago, they used tin buckets. We bring a drink with us in a bottle, but they had to find water to drink in a spring. We also play similar games, like tag, but different games, too,

		since it doesn't look like they had a playground to play on long ago like we do today.
Page 18	Why would Arizona have to travel when she wanted another book to read? How does this compare to how we get books today?	We know that in the past, they did not have a lot of books in their school library like we do today, so she had to go to another town to get her books. If we need more books today, we can go to a library or even read books on our computers.
Pages 22-23	Why does Arizona have to make chalkboards for her students? 	She has to make chalkboards because they did not have stores like we have today where she could go buy chalkboards.
Page 25	How is the inside of her new classroom different from our classrooms today?	All of the students are in one room, there is a fireplace in the middle of the classroom, and Arizona has her baby with her during the school day. There is a chalkboard and there are no books or centers.
Pages 28-29	What does the text and illustration tell us about how long Arizona taught?	We can see that Arizona taught for a very long time. In the illustrations, we see Arizona with her students when she looked young and when she looked older. The text also says that her students had children that became her students, and then their children were her students. That is a long time to teach! On the next page, we learned that she taught for 57 years.



TEXT

Text: *Homes Then and Now*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

400L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Slightly Complex

The connections between then and now are explicit and clear and the organization is presented chronologically. Text features such as bolded words, glossary, and index can help the reader but are not essential to understanding the content. The pictures and timeline graphics will assist students in understanding the text.

LANGUAGE FEATURES

Moderately Complex

The language is largely explicit and easy to understand with some unfamiliar vocabulary such as oil lamps, iceboxes, and outhouses. The sentence structure is made up of entirely simple sentences.

MEANING/PURPOSE

Slightly Complex

The main idea of homes then and now is the title of the text and is explicitly stated on the first two pages.

KNOWLEDGE DEMANDS

Moderately Complex

The knowledge demands of this text contain mostly discipline specific knowledge about homes and how they have changed over time. It includes simple, concrete ideas that are easy to understand.

LESSON OBJECTIVE(S) FOR THIS READING

Students will compare homes from long ago to homes today to understand the ways homes have changed over time. To achieve this understanding, students will:

- compare and contrast the differences in homes from long ago and today;
- use words related to chronology and time, including past and present, to show changes in homes over time; and
- use text features to locate key facts and information about the changes in homes from long ago to today.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- shelter (explicit)
- oil lamps (implicit)
- iceboxes (embedded)
- outhouses (embedded)
- tin tubs (implicit)
- washboards (embedded)


The following words will be reinforced during this reading.

- electricity (embedded)

DAILY TASK

The daily task for this text will be combined with the Daily Task for the first reading of *When I Was Young in the Mountains*.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "With this text, Homes Now and Then, we continue to learn about changes that have affected us. We will examine how our homes in the past are different from the homes we have today and why these changes came about."</i>	
Pages 4-5	What words did the author use to let the reader know about homes in the past and present?	The author used the words "long ago" to describe homes in the past and the word "now" to describe homes today.
Pages 4-5	How has technology changed the way we light our homes?	In the past, people had to use oil lamps to see at night. Now that we have electricity, we plug in lamps when it gets

		dark.
Pages 8-9	<p>Why do you think people traded their wood-burning stoves for electric stoves?</p> <p>Some people still burn wood in their homes. Why do you think they still do this when they also have electricity?</p>	<p>Wood burning stoves have to be filled with wood and lit with a match because there is no electricity. They have a chimney from which the smoke goes out. Now, our stoves plug in because we have electricity. We do not have to chop wood to cook our food anymore.</p> <p>It keeps them warmer in the winter. People like the heat from a wood fire. Some people have wood to burn and it is not as expensive as using electric heat. Some people still like to cook on a wood fire, especially outside.</p>
Pages 10-13	How have indoor bathrooms made our lives easier?	We don't have to go outside to go to the bathroom. The indoor bathrooms smell better and are cleaner. Bathtubs today are bigger and the water might be warmer.
Throughout the Book	<p>How can you tell the photos on the left are from long ago and the photos on the right are from the present?</p> <p>Why do you think the author arranged the photographs this way?</p>	<p>The photos on the left are from long ago because they are in black and white. The people are wearing clothes from long ago. The photos on the right are in color and are wearing clothes like we wear today.</p> <p>I think he arranged the photographs this way so we can compare and contrast the past to the present.</p>
Pages 18-19	<p>What does this timeline help us understand about homes in the past compared to homes in the present?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>I can tell the sequence of events beginning with the oldest event first. I can look at the end of the timeline to see the events from the present. The timeline tells me the order of how homes have changed. From this timeline, I can understand that new technologies, such as the dishwasher and the refrigerator, have really changed the way we live inside our homes.</p>



End of Text	<p>How do you think homes will continue to change in the future? What are some ways you think homes will be better or worse?</p> <p>Why do you think the author, Robin Nelson, wrote the <i>Then and Now</i> books?</p>	<p>I think homes will have more electronics or technology. We will be able to control many things with our voices. There may be robots to clean and cook our food. This could be good because you will have more time to do more things, but it could be bad because the things may become broken.</p> <p>The author wanted to help children learn about life in the past and show how many things have changed over time. The author wanted to use real photographs to teach us about how things really looked in the past so that we could learn about changes.</p>
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WHEN I WAS YOUNG IN THE MOUNTAINS– READING 1, QUESTION SEQUENCE 1, DAILY TASK 8

TEXT	
<p>Text: <i>When I Was Young In The Mountains</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
780L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Slightly Complex</p> <p>The organization is easy to predict. On each page, a new detail about life in the Appalachian Mountains is described. The illustrations directly support the text; however, they are not necessary to understanding the meaning of the text due to the descriptive language used by the author.</p>	<p>Very Complex</p> <p>This text is mostly explicit and easy to understand with the repetitive phrase, “When I was young in the mountains” throughout the text. There are occasions for more complex meaning, especially in the closing of the text when she states, “And that was always enough.” There are multiple instances of vocabulary that will be unfamiliar or archaic to students, such as Johnny house, swimming hole, sweet milk, mound of butter, and bobwhite. The text contains many complex sentences with subordinate phrases or clauses.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Moderately Complex</p> <p>There are multiple levels of meaning (life long ago, family and memories). The theme (home is where the heart is) is clear and conveyed at the end of the text.</p>	<p>Very Complex</p> <p>Explores several themes (life long ago, family, and memories), and the experience of Appalachian rural lifestyle before current technology may be uncommon to most readers. There are many references to Appalachian culture throughout the book, including the swimming hole, the old country store, church in a schoolhouse, and baptism in a swimming hole.</p>

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that how people live, work, and play in rural communities in Tennessee has changed over time. To achieve this understanding, students will:

- identify key details from *When I Was Young in the Mountains* that show how their family lived, worked, and played in rural communities in the past;
- compare and contrast the differences between how people live, work, and play in Tennessee in the past and present using evidence from the text and personal experience; and
- express an opinion about whether students would rather spend time in the mountains of the past or present and give reasons why.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- coal mine (embedded)shivering (implicit)
- well (implicit)
- pasture (embedded)
- photograph (embedded)

The following words will be reinforced during this reading.

- tin (embedded)

DAILY TASK

Cynthia Rylant wrote *When I Was Young in the Mountains* to share her memories of staying with her grandparents in the mountains when she was a little girl. The way people live, work, and play in the mountains of Tennessee has changed in many ways since Ms. Rylant was young. If you had a choice, would you rather spend time in the mountains a long time ago or today? Write a letter to Ms. Rylant telling her your opinion.

Your opinion letter to Cynthia Rylant should:

- state your opinion;
- use vocabulary from the text;
- give reasons for your opinion that include details gathered from the text and personal experiences about how people lived, worked, and played in the past and/or today; and
- provide a sense of closure.


POSSIBLE STUDENT RESPONSE


Dear Ms. Rylant,


If I had the choice, I would also love to spend time in the mountains a long time ago. I think it would be fun to take a bath in a big tin tub. I also think the candles and lamps you used are so much prettier than the electric lights we use now. The country store you shopped in has so many interesting things in it. I have never seen mounds of butter or sweet milk. But my favorite thing of all would have been your swimming hole since I have only been swimming in the city pool. The swimming hole looks like an exciting place to swim. I would love to see how people lived long ago because it is so different from how we live today.


Sincerely,
First Grade Student

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Use discretion with information related to religion in this book, such as baptisms.</i></p> <p><i>Teacher's Note: Before reading, consider exploring the following resources to give students background information about what a visit to the mountains in today's times may be like. These resources show that even though many things about life in the Tennessee mountains have changed, there are still some aspects that have stayed the same. Also note that, although students may think this story was written about life long, long ago, Cynthia Rylant had these experiences as a child, and she is still alive and writing books your students may love to read. The experiences in this book would have happened in the late 1950's or early 1960's because Cynthia Rylant was born in 1954.</i></p> <p><i>Travel Guide for Gatlinburg, TN:</i></p> <p>https://www.google.com/destination?q=townsend%20tennessee&sa=X&rlz=1C1CHBF_enUS798US798&site=search&output=search&dest_mid=/m/0_wqr&tcfs=#dest_mid=/m/0_wqr&tcfs=EhoaGAoKMjAxOC0wOS0yMhIKMjAxOC0wOS0yNg&trfp=skpm%3D/m/03m67dv%26t%3De</p> <p>Pictures of Tennessee long ago and today, showing several pictures of the mountains long ago and today:</p> <p>https://www.onlyinyourstate.com/tennessee/then-and-now-tn/</p> <p><i>Teacher Note: Create a chart (see Resources section) before reading the text with the headings Live, Work, Play and the</i></p>	

	<p><i>categories Past and Present. As the text is read, add information to the chart. This graphic organizer will assist students in making connections between the details in the text about the past to similar experiences they have in the present. This chart will also later provide support to students in their writing task. Since the text is short and has a lyrical quality to it, read the entire text without stopping for enjoyment, then go back and read it again, stopping for questions and charting student thinking.</i></p> <p><i>Teacher's Script: "Today we will read about a girl that describes her experiences when growing up in the mountains in the past. Many of her experiences are different from the experiences we have today. We notice, too, that some of her experiences are similar to ours today."</i></p>	
Pages 4-5	<p>Grandfather is dirty from working hard in the coal mine. In the picture we can see that brother is holding a washbowl and pitcher. Grandfather will use it to clean his face and hands. How is this different from how we clean our hands and faces today?</p> <p><i>(Show students the photograph of the coal miner in Tennessee (see the Resources section) so they can see what a real coal miner may looked like at the end of a hard day's work.)</i></p> <p><i>(Add washbowl and pitcher / sink and faucet to chart under "Live" heading. Continue adding to chart as students respond to questions.)</i></p>	Today we do not have to carry pitchers of water to wash our hands. We just have to turn on the faucet and use the sink.
Pages 6-7	<p>What if this dinner were in today's times? How might it be the same? How might it be different?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	People still eat corn bread, pinto beans, and fried okra. People still like to eat with their family at a kitchen table. People still wear overalls, but they do not wear dresses like the grandmother is wearing anymore. I see the lamp has candlelight. Now we would have electric lights.
Pages 8-9	<p>What details did the author and illustrator include on these pages to show that life today is different than in the past?</p>	The author wrote that she had to use an outside johnny-house for the bathroom instead of an indoor toilet. The illustrator showed us that Grandmother is using a candle for a light. Now we would probably use a flashlight. We can see that in the past, people did not have electricity or inside bathrooms.

Pages 10-11	<p>What do you think about the swimming hole? Would you rather swim in a swimming hole or in a swimming pool? Why or why not?</p> 	<p>I would rather swim in the swimming hole because I would like the deep water and the muddy bank. It would be like an adventure, especially if I saw a snake.</p> <p>I would rather swim in a swimming pool because the water is clear and there are no snakes.</p>
Pages 12-13	<p>Mr. and Mrs. Crawford work in a country store. Long ago, most people in Tennessee shopped in country stores like this one. How are today's big supermarkets different from Mr. and Mrs. Crawford's store in the mountains?</p>	<p>Today's big supermarkets are much different from Mr. and Mrs. Crawford's country store. They are so much bigger and have more things to buy. The eggs would be in cartons in the refrigerator, not on the counter. There would not be a woodstove for heat. The shelves and tables would not be made out of wood. Stores today have shelves made out of metal and plastic. There would be more shoppers and workers in today's store.</p>
Pages 14-17	<p>How did people get clean in the past? What are the steps they had to follow?</p> <p>How has the way we take baths changed over time? How would you rather take your baths? Why?</p>	<p>First you had to pump water into buckets from a well outside and carry the water inside. Then someone had to heat the water on the stove. Next you poured the water in a big tin tub and took your bath. Afterwards you would get warm by the stove.</p> <p>Now we just have to turn on the faucet and get in the bathtub. I think I like the way we take baths today because it is easier.</p>
Page 23	<p>Tell what you have learned about Grandmother in this story so far. What is she like? What can she do?</p>	<p>Grandmother is caring. She takes the kids outside to the bathroom in the middle of the night. Grandmother is a hard worker. She cooks dinner for the family and she heats bathwater for the kids. Grandmother is fun because she makes hot cocoa. She is loving because she cries when Peter is baptized. She is brave</p>

	<p>In the illustration, you can see the little girl and her brother watching their grandmother. Why did the illustrator include this detail in the picture?</p> <p>Why do you think the author tells us so much about grandmother when this story is mainly about the little girl?</p>	<p>because she can kill a big snake.</p> <p>The illustrator wants us to know that the children are always watching and learning from the grandmother. They love all of the things she can do and how she takes care of them.</p> <p>I think the author wants us to know that the grandmother was important in the little girl's life. The grandmother taught the little girl many things and gave her so many good memories.</p>
Pages 26-27	<p>On this page we see the girl with her family on the porch. Why did the author include these details about how she spent time with her family in the evening? What did the author want us to learn about the relationships between the girl and her grandparents?</p> <p>What can we learn on these pages about what people in the past liked to do in the evening before bed? What different kinds of things might people like to do in the evening in today's times?</p> 	<p>The author wants to show us how the family loves each other and that the children think their time with their grandparents is a very special time.</p> <p>The family is sitting outside relaxing on the porch under the stars. Grandfather is sharpening pencils with a knife and grandmother is shelling beans. I think the girl likes to help Grandmother because she is smiling. The brother is playing with the dogs. I think the family likes to be together. In today's times, people may do some of these things, but people also do different things. Many people watch TV or play on tablets in the evening. We sometimes read stories or play with our toys. We like to talk on the phone to our friends.</p>
Page 29	<p>Why do you think the mountains were always "enough" for the little girl? How is this girl like you?</p>	<p>The little girl thinks about the mountains and has memories of the time she spent with her grandparents. I think that even though the grandparents did not live in a fancy house, it was enough for the little girl because she had so much love when she was with her grandparents. I am</p>

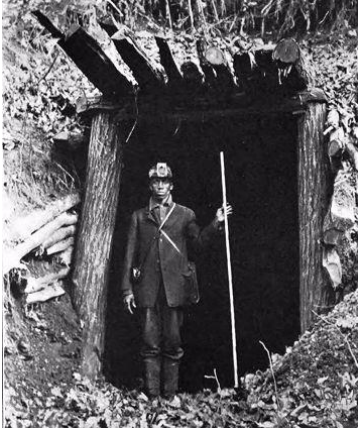
	<p>Think back to Arizona in <i>My Great Aunt Arizona</i>. Let's read the last page of that book. (read page 30-32). What types of changes did both experience across their lifetimes?</p>	<p>like this girl because.... (answers will vary.)</p> <p>Arizona and the girl both grew up in the past when life was different in many ways. They both loved their families. Arizona always wanted to travel and see the world, but the girl just wants to stay in the mountains because she loves the mountains and her grandparents so much.</p>
Page 29	<p>The author repeats the phrase "When I was young in the mountains" throughout the text. Who is writing this story and why is it so important to her to remember her time in the mountains?</p> <p>Cynthia Rylant wrote this book using memories of her childhood. How do you think Ms. Rylant's life is different now that she is a grown-up author?</p>  <p>What do you think you will want to remember about your childhood and how do you think the way you live, shop, and play will be different for you when you are a grown-up?</p>	<p>This story is written by Cynthia Rylant, and she is telling this story about herself. The little girl is Cynthia Rylant when she was young. She wants to remember her time in the mountains with her grandparents because these are such good memories for her.</p> <p>I think that now Ms. Rylant has a different life than the way she lived in the mountains with her grandparents. She probably has an inside bathroom and electricity in her house. She might shop at bigger stores to buy her groceries. She might like to watch TV or talk on the phone in the evening. She probably spends a lot of time writing now.</p> <p>(Answers will vary, depending on student experiences.)</p>

RESOURCES

	Past	Present
Live	wash bowl pitcher eat with family at table wear long dresses and overalls oil lamps outside bathroom (johnny-house) candles no electricity heat water on stove take bath in tin tub woodstove makes us warm	sink and faucet eat with family at table wear shorter dresses and jeans electric lights indoor bathroom flashlight electric power in homes hot water heater take bath in bathtub electric heat
Shop	Country Store: <ul style="list-style-type: none"> • small building • eggs on counter • woodstove for heat • wooden shelves and tables • not many customers or workers 	Big Supermarket: <ul style="list-style-type: none"> • big building • eggs and milk in refrigerators • central heat and air • metal and plastic shelves • many customers and workers
Play	swim in a swimming hole in the country drink hot cocoa go to church with family sit on porch with family play with dogs help grandmother shell beans braid hair sharpen pencils with a knife	swim in a swimming pool drink hot cocoa go to church, school, community events hang out in living room or yard with family play with my pets help mom or dad cook dinner or work outside play board games watch TV and play on a tablet play sports

Coal Mines in Tennessee in the Past:

Coal miner standing in a drift portal at Fork Mountain, TN



Coal car at the Knoxville Iron Company mine near Coal Creek (now Lake City) in the U.S. state of Tennessee.



KNOXVILLE, TENNESSEE— READING 1, QUESTION SEQUENCE 1, DAILY TASK 9

TEXT

Text: “Knoxville, Tennessee”

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

NP (Non-Prose)

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Moderately Complex

The way this poem is arranged on the page, as well as the lack of punctuation or capitalization, will make this text moderately complex. Its short length will help it be more accessible.

LANGUAGE FEATURES

Moderately Complex

The poem contains largely explicit and easy to understand language, with more occasions for more complex meaning. The words associated with family traditions in the South may be unfamiliar, including daddy’s garden, gospel music, and church homecoming.

MEANING/PURPOSE

Very Complex

This text contains multiple levels of meaning that may be difficult for students to identify, including Southern traditions and the understanding that these traditions “warm” the heart.” This is taken from the line, “and be warm all the time.”

KNOWLEDGE DEMANDS

Moderately Complex

Readers will need to have some knowledge of reading poetry, and some knowledge of Southern traditions.

LESSON OBJECTIVE(S) FOR THIS READING

Students will illustrate the ways in which people living in Tennessee have changed and stayed the same over time. To achieve this understanding, students will:

- use words in the poem “Knoxville, Tennessee” to describe how people lived in East Tennessee in the past;
- identify words in the poem “Knoxville, Tennessee” that suggest feelings or appeal to the senses; and
- compare and contrast the ways people in Tennessee lived in the past to how they live today.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- greens (explicit)
- buttermilk (embedded)
- homemade (embedded)
- homecoming (explicit)

The following words will be reinforced in this reading.

- barefooted

DAILY TASK

Based on the poem we have read and the compare and contrast anchor chart that we have created, you will create two descriptive webs that describe the summer experiences of the girl in the poem compared to your summer experiences in present times. In addition, you will add an illustration for both. Be prepared to have a conversation with a partner where you will share your descriptive webs and illustrations.

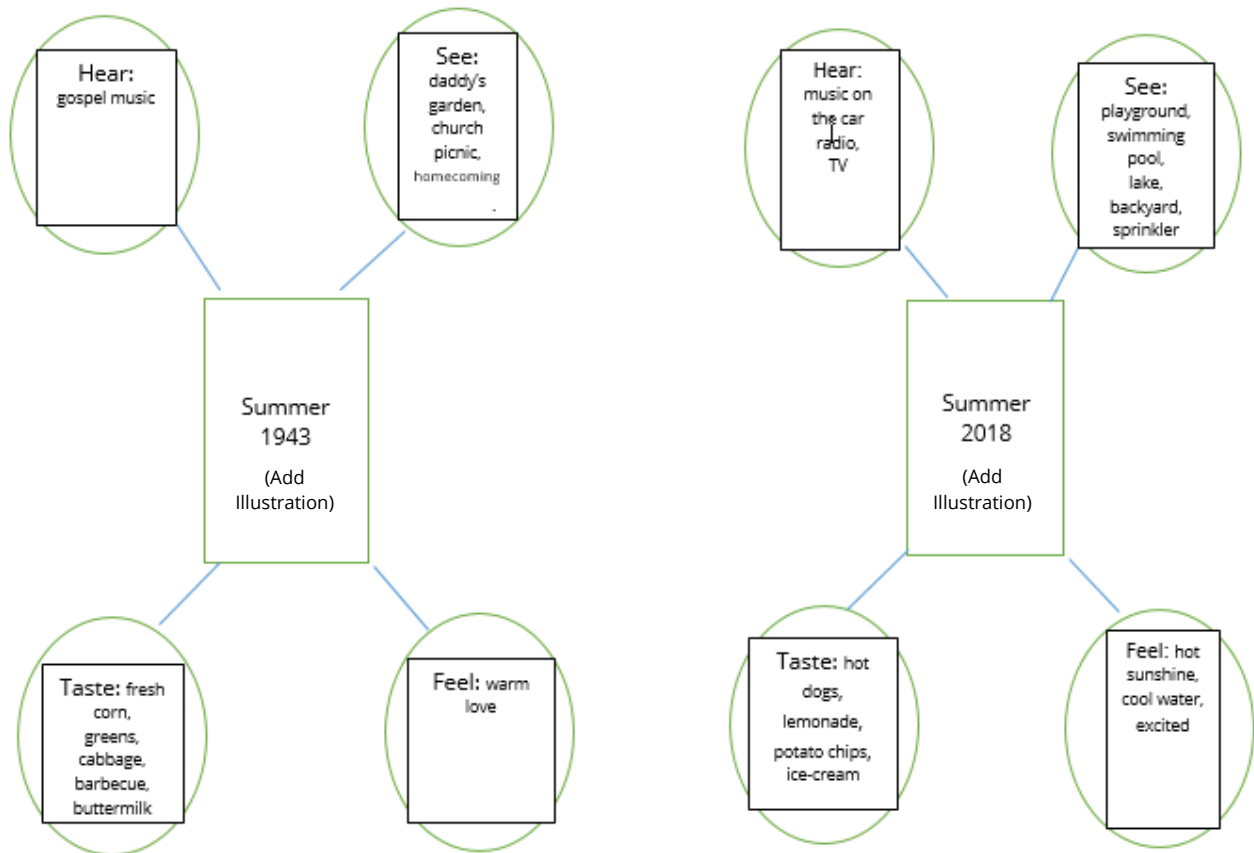
(After student completion of the descriptive webs and illustrations) Now you will participate in a partner discussion where you will discuss how summers in the past are similar to and different from summers in today's times. As you listen to your partner share, you will record on a sticky note three ways your partner shares how his/her summer is similar to or different from the little girl's summer.

Your product should include:

- important details from the poem, including words and pictures that describe what the girl sees, hears, tastes, and feels;
- details from your own summer experiences that include words and pictures that describe what you see, hear, taste, and feel;
- a comparison and contrast of the two summer experiences in the past to today's times showing similarities and differences; and
- a short list from your partner conversation describing three similarities and/or differences in summers today and in the past.

POSSIBLE STUDENT RESPONSE


Descriptive Web using poem Knoxville, Tennessee




Teacher's Note: This example illustrates a comparison and contrast of the poem and a student's life. Some students may have many experiences in common with the poem's narrator, and some may not. Encourage students to think about how, even though some things change over time, there are also some things that stay the same. The descriptive webs are used for the partner conversation comparing the past to the present. Examples for notes from the partner conversation follow.

Example of student recordings from partner conversation describing three similarities and/or differences in summers long ago and today:

Student One	Student Two
<ul style="list-style-type: none"> Both summers have fresh corn. Both summers have music. In the past, she had homemade ice cream. Now, I go to the ice cream store. 	<ul style="list-style-type: none"> In the past, she got her food from a garden, but I go to the grocery store. Both summers have music I also like to visit my grandmother in the summer.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: This poem should be read several times before beginning the question sequence.</i></p> <p><i>Teacher's Script: "We continue to think about how our lives have changed over time. With this poem, let's think about how some of our summer activities have changed and how some have stayed the same."</i></p>	
Entire poem	Who is the speaker? How do you know?	I think the speaker is a kid like me. I think that because they say they have a dad and a grandmother. They go barefooted. The poem also begins with the word "I."
Lines 1-12	<p>What are these lines mostly about? What is the main idea in this section of the poem?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>(Add foods to "tastes" section of anchor chart.)</p> <p>What kinds of food do you enjoy in the summer?</p> <p>(Students will add their foods to their copy of the anchor chart.)</p>	This part of the poem discusses all of the things that the child likes to eat in the summer. The poet lists different summer foods.
Lines 13-17	<p>Which of your senses is the poet making you think about in this section?</p> <p>What is the child hearing in this section of the poem?</p> <p>(Add sounds to "hears" section of anchor chart.)</p> <p>What do you hear in the summertime?</p> <p>(Students will add their sounds to their copy of the anchor chart.)</p>	<p>The poet is making me think about what I can hear. She says we can listen to music.</p> <p>The child hears gospel music. The child can also hear people talking and laughing at the church homecoming.</p> <p>In the summer, I can hear the music on the radio, the TV, and my friends laughing and playing.</p>

Lines 18-24	<p>Throughout the poem, what are the places the child sees during the summer?</p> <p>(Add places to “sees” section of anchor chart.)</p> <p>What are places you see in the summer?</p> <p>(Students will add their places to their copy of the anchor chart).</p>	<p>The child sees the garden, the church, and the mountains.</p> <p>I see the playground, the pool, the lake, my backyard, and my grandma’s house.</p>
Lines 18-24	<p>When the poet says you can “be warm all the time” she means two things. She wants us to know that we are warm in the summer because it can be hot, or warm in bed under the covers. However, by putting this word “warm” in the middle of the lines about being with her grandmother, the author wants us to think about another kind of warmth. What else do you think the poet wants us to know about her summer by using this word “warm”?</p> <p>(Add warm to “feels” section of anchor chart.)</p> <p>As you visualize this poem, what other things can you feel in the summer?</p> <p>(Students will add things they can feel to their copy of the anchor chart).</p>	<p>I think the poet is meaning warm in the heart. The poet means that she feels love and the love makes her warm. The poet wants us to know that all the things she does with her family and friends in the summer make her feel love and happiness.</p> <p>I can feel the cool water and the warm sunshine. Those make me feel excited because I love summer. I also feel love when I stay with my grandparents in the summer.</p>
After Reading	<p>Let’s look back at the charts we have made. Where do you notice similarities in your summer and the girl in the poem’s summer in 1943? Where do you notice differences?</p> <p>What can we learn about how things change over time by comparing the girl’s summer in 1943 to our summer in (2018)?</p>	<p>Answers will vary depending on student experiences.</p> <p>I think that some things change over time, such as (answers will vary- the music we listen to, the things we do for fun), but some things, such as (answers will vary -visiting the mountains, eating fresh food from the garden, loving being with you grandmother) stay the same.</p>
Lines 1-2	<p>Why do you think the author likes summer best?</p> 	<p>I think she likes eating all of the good food you can eat in the summer time. She enjoys going to church and the mountains with her grandparents. All of these things make her happy and warm in her heart.</p>

	<p>This poem is set 75 years ago and the poet, Nikki Giovanni, is now an older woman like the character Arizona at the end of <i>My Great Aunt Arizona</i>. Like Arizona, she has seen many changes over her lifetime. What changes do you think she has seen in the ways people live since she was a child in Knoxville, Tennessee? How do you think life may be the same for her today as it was in 1943?</p> <p>Teacher note: Refer to the pictures of Knoxville, TN in 1943 and Knoxville, TN today.)</p> <p>Why do you think some things from this poem have not changed over time?</p>	<p>I think that she would see more technology now, such as phones and computers. I think that she will work and have a job now, and not get to spend the summer playing. She will also have seen faster cars to get around in. She probably also wears different types of clothes now. However, I think she still might love to go to church picnics, eat food from the garden, be with her family, and listen to gospel music.</p> <p>I think some things, such as enjoying fresh food from the garden, do not change because people still love these things and do not want them to change.</p>
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RESOURCES

Class created Compare/Contrast Anchor Chart Example

	Summer in 1943 for the little girl in Knoxville, TN	How are these two summers the same or different?	Our summer in (2018)
What are the tastes ?	fresh corn, greens, barbeque, cabbage, buttermilk		
What are the sights ?	daddy's garden, church picnic, homecoming, mountains		
What are the feelings ?	warmth, love, barefoot on the ground		
What do we hear ?	gospel music		

Teacher's Note: So that students apply this process to their own daily task without simply duplicating this information to their own graphic organizer, use information about your own summer in the right-hand column during the class exercise. Then have students think about how their own summer is the same or different for their product.

The Roxy Theater in Knoxville, Tennessee, USA, photographed circa 1941. The Roxy was located along Union Avenue, just west of Market Square.



<https://commons.wikimedia.org/wiki/File:Roxy-theater-knoxville-1941-tn1.jpg#file>

Knoxville, TN near Market Square 1936-1938



[https://commons.wikimedia.org/wiki/File:CH-NB - USA, Knoxville-TN- Menschen - Annemarie Schwarzenbach - SLA-Schwarzenbach-A-5-10-242.jpg](https://commons.wikimedia.org/wiki/File:CH-NB_-_USA,_Knoxville-TN-_Menschen_-_Annemarie_Schwarzenbach_-_SLA-Schwarzenbach-A-5-10-242.jpg)

COMMUNICATION THEN AND NOW– READING 1, QUESTION SEQUENCE 1, DAILY TASK 10

TEXT	
<p>Text: <i>Communication Then and Now</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
400L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Slightly Complex</p> <p>The connections between then and now are explicit and clear and the organization is presented chronologically. Text features such as bolded words, glossary and index can help the reader but are not essential to understanding the content. The pictures and timeline graphics will assist students in understanding the text.</p>	<p>Moderately Complex</p> <p>The language is largely explicit and easy to understand with some unfamiliar vocabulary, such as printing press, telegraph, and pony express. The sentence structure is made up of entirely simple sentences.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Slightly Complex</p> <p>The main idea of communication then and now is the title of the text and is explicitly stated on the first two pages.</p>	<p>Moderately Complex</p> <p>The knowledge demands of this text contains mostly discipline specific knowledge about communication and how it has changed over time. It includes simple, concrete ideas that are easy to understand.</p>
LESSON OBJECTIVE(S) FOR THIS READING	
<p>Students will understand how communication has changed over time. To achieve understanding, students will:</p> <ul style="list-style-type: none"> • use text features to locate key facts and information about the changes in communication from long ago to today; and • describe how the author used words and illustrations to compare and contrast how communication has changed from the past to the present. 	


DAILY TASK

The daily task for this text will be combined with the Daily Task for the first reading of *Elvis: The Story of the Rock and Roll King*.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- communication (explicit)
- printing press (implicit)
- telegraph (implicit)
- pony express (implicit)

AGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "Communication: Then and Now is the name of our next text. With this text, we will learn about changes over time in ways that we communicate with each other."</i>	
Pages 2-3	What are some ways that we communicate with one another today?  (This is an opportunity for a collaborative talk structure.)	Talking, phone calls, emails, letters, face time, internet, newspapers
Pages 4-5	What words did the author use to let the reader know about communication in the past and present?	The author used the words "long ago" to describe communication in the past and the word "now" to describe communication today.
Pages 16-17	Why do you think the author chose to organize the book with examples of communication from the past on the left side of the page and examples from communication of the present on the right side of the page?	It helps the readers compare how things were in the past and how they are now.
Pages 20-21	How and why has the way people in Tennessee communicated with each other changed over time?	Answers will vary but here are some possible responses: People in Tennessee are now able to call people on the phone or talk to one another using the internet, text messages, and email. Long ago,

	<p>How do you think communication will change in the future? What are some different ways we might be able to communicate with others?</p>	<p>people in Tennessee had to write letters or travel to each other's homes to talk. Today people in Tennessee can hear music on television, computers, or their phones. People who lived in Tennessee in the past had to get the news from their neighbors, newspapers, or the radio. New inventions have helped make communication easier.</p> <p>In the future, I think phones will not look the same. People will use their watch for a phone.</p>
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ELVIS: THE STORY OF THE ROCK AND ROLL KING– READING 1, QUESTION SEQUENCE 1, DAILY TASK 10

TEXT	
<p>Text: <i>Elvis: The Story of the Rock and Roll King</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD600L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Moderately Complex</p> <p>The organization of this text about the life of Elvis is evident and presented in chronological order; however, the connections between events during this time period (segregation, music) are implicit and subtle. Each page uses dates and places as the heading to enhance the understanding of the timeline of Elvis' life. The pictures on each page support the understanding of the text.</p>	<p>Very Complex</p> <p>The language of this text is fairly complex and contains abstract or figurative language such as, "raised the rafters", "poor as sin", and "tied to his mama's apron strings". It also contains unfamiliar vocabulary like hillbilly and subject specific vocabulary about types of music (pop ballads, jazz, country western, blues, and spirituals). This text contains many complex sentences with subordinate phrases and transition words. Sentences extend over multiple lines; as well as, are sometimes organized in stanza form.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Very Complex</p> <p>This text contains multiple levels of meaning (story of Elvis' life and the development and progression of music) and a theme that is revealed over the entirety of the text (throughout the years some things change and some things stay the same).</p>	<p>Very Complex</p> <p>This text explores multiples themes of varying levels of complexity (changes over time) and some of the experiences during this period of time will be uncommon to most readers. There are also some references about segregation and discipline specific knowledge about music.</p>

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how people who have lived in Tennessee have changed over time because of new technology and lifestyles. To achieve understanding, students will:

- describe how words and illustrations from this text demonstrate how Elvis' music career benefitted because of advances in communication over time; and
- illustrate and write your opinion of what you believe is the most useful change in communication and how it effects your life today.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- ballad (embedded)
- recording (embedded)
- studio (explicit)
- blues (embedded)
- boundaries (explicit)
- unique (embedded)

The following words will be reinforced during this reading.

- legend

DAILY TASK


Your local newspaper has asked you to write an opinion piece for the new children's section of the newspaper sharing what you believe has been the most useful change in communication over time, why it is the most useful change, and how it affects your life today.



Your writing should:

- introduce the topic;
- state an opinion;
- supply a reason for the opinion;
- tell how it effects your life today; and
- provide some sense of closure.

POSSIBLE STUDENT RESPONSE

There have been many changes in communication over time. I believe the most useful change is the television. The television makes it easy for us to watch anything we want at any time in color. This is useful because I can learn about places that are far away from where I live. That is why the television is the most useful change in communication.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Script: "We are going to be reading about a famous musician who was known as the "King of Rock and Roll". We will learn about changes to how he performed his music for audiences over time. Does anyone know about Elvis Presley, who we will be reading about?"</i></p> <p><i>Teacher's Note: After reading the script, use the links from the Resources section to show students an audio and video clip of his of Elvis and his music to build some background knowledge of this person. Share another example of what music sounded like before Elvis.</i></p> <p>Have students discuss how music has changed over time before, during and after the time of Elvis.</p>  (This is an opportunity for a collaborative talk structure.)	Students answers should notice how rock and roll music is louder and sounds more like the music we might listen to today.
Pages 2-3	<p>I am noticing the author included a heading with a date and location. This heading helps me understand when and where the information he is writing about is happening. I know that 1935 was over 80 years ago in Mississippi.</p> <p>What other ways did the author and illustrator use to help the reader know the events are happening long ago?</p>	The houses and cars in the back look different than they do today. They are living beside the railroad tracks so maybe people travel by train.
Page 8	What do you think the author meant when he said "Elvis held on to music"? Why do you think music was so important to Elvis?	Music was important to Elvis because his family was having a hard time because his dad went to jail and they couldn't pay their bills so they had to move. Music was the only think Elvis had that he enjoyed.
Pages 7-9	<p>Notice the cars and radio on page 7 and 9? How do they look different than what you see today?</p> <p>Why do you think they were not watching and listening to music on television?</p>	<p>The cars look older than what we have today. The radio is a lot bigger than we have today.</p> <p>They are not watching television because it has not been invented yet.</p>

Pages 10-11	<p>Elvis' first public performance was at a talent show. Using the illustrations, where do you think this talent show is taking place?</p>  <p>What would this event look like if it was happening today (present)?</p>	<p>The talent show was happening under a big tent like you would see at the circus. It also looks like there is a carnival outside the tent. I see a Ferris wheel.</p> <p>I watch talent shows on TV or sometimes they have talent shows on a stage in a theater or auditorium or gym.</p>
Page 12	Why do you think radio was so important to the people during this time?	Radios were used by many people to listen to music. They did not have televisions or portable devices during this time.
Page 14	Where did Elvis' family move in 1948? Why was this move important for Elvis?	Elvis' family moved to Memphis, Tennessee in 1948. Elvis found friends who liked to play the guitar like he did. He had friends here and people were nice to him. There was also music in Memphis on Beale street.
Pages 16-17	The author said Elvis was "singing his way out". What did the author mean by this and why was this important?	He was trying to become famous. Elvis was trying to get away from being poor and make money for his family. He wanted to sing and do what he loved to do.
Pages 18-19	How have things in Elvis' life changed and stayed the same?	Elvis' family moved to Memphis and he was singing and playing music for his friends. There are recording studios where Elvis could make records.
Pages 20-21	Why is 1953 an important year for Elvis? How do you think recording a record will change Elvis' life?	In 1953, Elvis recorded a record at Sun Records Studio. The record will be played for many people, and it will help make him famous and a legend.
Page 25	<p>Why do you think it was important that Elvis chose to mix up the sounds from many different types of music (e.g., blues, country, gospel)?</p> 	His music contained parts of music they everyone liked to listen to. It brought all types of people together instead of keeping people separate.

Pages 26-29	<p>How has technology changed during Elvis' lifetime?</p> <p>How might Elvis' life been different if he did not play music or sing?</p>	<p>He was performing live on stages at concerts and he recorded his music on records in studios. People were talking about him on telephones and they could also listen to him on radios and watch him on television.</p> <p>If Elvis did not play music or sing, he might not have become famous and been a legend who was known as the "King of Rock and Roll."</p>
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Resources

Audio link for Bing Crosby (music prior to Elvis)

<https://archive.org/details/BingCrosbySmarty1937>

Audio link to Elvis singing: Blue Suede Shoes

<https://archive.org/details/ElvisPresleyAnthology/020+-+Blue+Suede+Shoes.mp3>

Video link of Elvis Presley singing and dancing:

https://archive.org/details/ELVIS_PRESELEY_Dixieland_Rock_1958

ELVIS: THE STORY OF THE ROCK AND ROLL KING– READING 2, QUESTION SEQUENCE 2, DAILY TASK 11**TEXT**

Text: *Elvis: The Story of the Rock and Roll King*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how people who have lived in Tennessee have changed over time because of new technology and lifestyles. To achieve understanding, students will:

- describe how the author used words and illustrations to demonstrate how communication has changed over time; and
- identify similarities and differences between communication, transportation, and clothing using *Elvis: The Story of the Rock and Roll King* and *A Picture Book of Davy Crockett*.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

The following words will be reinforced during this reading.
legend (embedded)

DAILY TASK

Write an informative piece to fellow junior historians about how Elvis' life would have been different if he grew up in the 1800's. How would the lack of communication have changed his life?

Your writing should:

- introduce your topic;
- supply some facts and examples about the topic;
- provide some sense of closure; and
- include vocabulary from our text.

POSSIBLE STUDENT RESPONSE

Elvis' life would have been very different if he had lived in the 1800's. There were no forms of communication, so Elvis would not have been heard singing on radios or televisions. Since people from all around would not have been able to hear him sing, he might not have become famous. He also would not have had friends living close by to practice his music with because people lived far from one another in the 1800's. If Elvis had lived in the 1800's, he may not be the legend he is today.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Script: "Let's reread the text Elvis: The Story of the Rock and Roll King and think about changes in communication, clothing, and transportation that happened between the 1800's when Davy Crockett lived and 1940 when Elvis lived."</i></p> <p><i>Teacher Note: For the second read of Elvis: The Story of the Rock and Roll King, only re-read pages that address communication, transportation, and clothing. Reference the text, A Picture Book of Davy Crockett, to compare the two texts.</i></p>	
Page 15 (clothing)	<p>Using the illustrations, what do you notice about the difference in clothing from the 1800's to the 1940's?</p> <p>(Reference pg. 6-7 in <i>A Picture Book of Davy Crockett</i>)</p>	<p>In the 1800's, the mom has on a long dress, apron and bonnet. The dad has on short pants, tall socks, a vest and a hat. Davy is wearing short pants with suspenders. Their clothes do not look like what we wear today. In the 1940's, the mom's dress is shorter. The boys are wearing blue jeans and long pants. The clothes look similar to what we would wear today.</p>
Pages 7-8 (poor)	<p>Listen as I read page 7-8 in <i>Elvis</i> and page 4 in <i>Davy Crockett</i>. What words do you hear the author use that describes a similarity between Elvis' and Davy's childhood?</p> <p>(Reference pg. 4 in <i>A Picture Book of Davy Crockett</i>)</p>	<p>In both books, the author says they were poor. Elvis' family did not have enough money to pay rent, and I remember from reading that Davy's father had a lot of debts he could not pay.</p>

Pages 12-15 (city)	<p>Using the illustrations, what do you notice about how the towns in Tennessee have changed over time?</p> <p>(Reference pg. 6-7 in <i>A Picture Book of Davy Crockett</i>)</p>	<p>Long ago, Tennessee was mostly forest and fields. There were not many homes or buildings. People moved from place to place by horse and wagon. In the 1940's, Tennessee had grown. I can see bridges, roads, and tall buildings, such as apartments and schools. It looks more like a city. There are streetlights and cars.</p>
Pages 26-29 (communication)	<p>In the text <i>A Picture Book of Davy Crockett</i>, I didn't notice any forms of communication. How would people in the 1800's communicate with one another? Based on what you notice from each text, how has communication changed from the 1800's to the 1940's in Tennessee?</p> <p>How have these changes in technology and communication affected our lives today?</p> <p>Why do you think we have had these changes throughout the years?</p>	<p>In the 1800's, people could communicate by talking. If they wanted to talk to someone living far away, they would have to travel to see that person. In the 1940's, the text says they had telephones to talk with one another. They also could listen to the radio and the television.</p> <p>Changes in technology and communication have allowed us to talk to each other using telephones and through the computer face to face. We can now watch videos and listen to music on TVs and computers and even on our phones. I think people think technology makes our life easier and so they keep inventing new things.</p>

COAT OF MANY COLORS– READING 1, QUESTION SEQUENCE 1, DAILY TASK 12

TEXT

Text: *Coat of Many Colors*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

520L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Moderately Complex

The organization of this text is a clear, chronological depiction of the life of Dolly Parton. Most of the illustrations directly support the text and what life was like in rural Tennessee during the 1950's. Some illustrations extend the meaning of the text (picture timeline of Dolly's life presented as a memory book and the letter at the end of the book written by Dolly Parton).

LANGUAGE FEATURES

Very Complex

The conventionality of this text is easy to understand; however, there are some occasions for more complex figurative language such as "seasons on my youth", and "the love my mama sewed in every stitch". Most of the vocabulary is conversational and familiar with some reference to the Appalachian language (britches, wanderin'). The sentence structure contains many complex sentences that occur over multiple pages with lyrical and rhythmic words.

MEANING/PURPOSE

Moderately Complex

This text contains multiple levels of meaning with the storyline (Dolly Parton's childhood, bullying, cannot buy happiness with money); the overall themes of this text are conveyed with some subtlety.

KNOWLEDGE DEMANDS

Very Complex

This text explores themes of various levels of complexity. Some of the experiences of Dolly's life in the Appalachian culture may be unfamiliar to readers. Some references to Appalachian cultural elements (language, lifestyle, Bible).

LESSON OBJECTIVE(S) FOR THIS READING

Students will demonstrate understanding of the central message of *A Coat of Many Colors* and how it connects to Dolly Parton's life experiences. To achieve this understanding, students will:

- retell, including key details, to demonstrate understanding of the text's central message that money isn't needed to have love and happiness;
- describe the connections between the events in Dolly Parton's childhood and adult life; and
- write to show understanding of the events of Dolly's life.

VOCABULARY WORDS



The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- rags (embedded)rich (explicit)
- patches (implicit)
- britches (embedded)
- poor (explicit)

DAILY TASK

This daily task will be combined with the first reading of *Dolly Parton Likes to Give Away Books*.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: While this book is written by a Tennessean, Tennessee history is not its focus. Within the text, be sensitive to references to the Bible and religion.</i></p> <p><i>Teacher's Script: "We are going to be reading about another famous musician who was born in Tennessee. This person has used the changes in her life and her fame to make changes in Tennessee by adding a theme park in the Smokey Mountains and sharing her love of reading by giving books to children in Tennessee. Does anyone know who we will be reading about?"</i></p> <p><i>Teacher's Note: Following the script, use the links under resources to show students an audio and video clip of Dolly Parton and her music and theme park to build some background knowledge about this person.</i></p>	

<p>Pages 2-3</p>	<p>This page says, “Back through the years I go wanderin’ once again.” What do you think the word wanderin’ means? Why do you think the author writes the word wandering this way?</p> <p>What does the word “wanderin” mean in this phrase? Is she walking around in the years of her life?</p> <p>Who is the speaker on these pages?</p> <p>This page looks like a scrapbook of Dolly Parton’s life, but it also looks like a timeline. What do you notice about how the events are arranged? What can we learn about her life from these pages?</p>  (This is an opportunity for a collaborative talk structure.)	<p>Wanderin means the same thing as wandering, or walking around. Sometimes if we live in different places we pronounce words differently, but they mean the same thing. It means she is going to look back and think about the events in her life.</p> <p>The speaker is Dolly Parton. I know that because I see the pronoun “I” and the book is written by Dolly Parton.</p> <p>The events are arranged to show us significant events in her life. We can learn that she became a singer by looking at the pictures.</p>
<p>Page 4</p>	<p>The text says she is remembering “back to the seasons of my youth.” I know the word “youth” means when you are young. I am wondering what that phrase means? Is she talking about the season of fall or does she mean something else?</p>  <p>I know Dolly Parton is an adult when she is writing this book because we saw her picture on the previous page and watched the video clips. So why do you think she wrote this book?</p>	<p>It says she is remembering back, so maybe it means she is thinking about a time when she was young.</p> <p>I think she is writing this book to tell people about her life when she was a child. She wants people to know what her life was like.</p>
<p>Pages 8-9</p>	<p>Here is another example when the author uses a different pronunciation of the word sewing. What do you think that means?</p> <p>Tell what you learned about Dolly’s mama.</p>	<p>Sewin means she is sewing a coat for her. It’s just another way that she says sewing.</p> <p>We learned that she is caring because she took time to sew Dolly a coat from many rags so Dolly would not be cold in the fall weather.</p>

Pages 16-17	Why did the author choose to describe herself as rich?	She doesn't mean they have a lot of money. She means that she is rich because she has a loving family who cares for her.
Pages 20-21	How has Dolly changed from when mama first made her coat until now? What caused that change?	When mama made her coat, she was so proud to wear it, but now she looks sad because others are making fun of her coat.
Pages 26-27	<p>When she wore the coat, what do you think she thought about? What did the children not understand that Dolly understood?</p> <p>Now that Dolly is an adult who is famous, do you think she still has the coat? Do you think it still means a lot to her? Why?</p>	<p>She probably thought of her mother because she made the coat. The children thought to be rich you had to have money or nice things. Dolly felt rich because even though she didn't have a lot of money, she had love.</p> <p>I think she still has the coat because it was so special to her and reminds her of her mother.</p>

RESOURCES

Audio of Dolly Parton singing Coat of Many Colors and Tennessee Mountain Home:

https://archive.org/details/cd_dolly-parton-super-hits_dolly-parton/disc1/04.+Dolly+Parton+-+Coat+Of+Many+Colors.flac

https://archive.org/details/cd_dolly-parton-super-hits_dolly-parton/disc1/01.+Dolly+Parton+-+My+Tennessee+Mountain+Home.flac

Video of Dolly Parton receiving the Library of Congress award for her Imagination Library:

https://archive.org/details/CSPAN2_20180311_090400_Dolly_Partons_Imagination_Librarys_100_Millionth_Book_Donation/start/60/end/120

Picture of Dollywood Sign:

<https://commons.wikimedia.org/wiki/Category:Dollywood#/media/File:Dollywoodsign1.jpg>

DOLLY PARTON LIKES TO GIVE AWAY BOOKS READING 1, QUESTION SEQUENCE 1, DAILY TASK 12

TEXT

Text: *Dolly Parton Likes to Give Away Books*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

950L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Very Complex

The connection between ideas in this article are subtle. The organization moves from present day (who Dolly Parton is), to remembrances of her past, back to present day. No use of text features or graphics.

LANGUAGE FEATURES

Very Complex

The conventions are easy to understand, with some occasions for more complex meaning, including "You can't judge a book by its cover." The vocabulary is fairly complex and includes some unfamiliar words, such as donated, gig, pride, honor, and precious. The sentence structure contains many complex sentences. Some sentences follow a more informal style and there are multiple occasions where dialogue is present.

MEANING/PURPOSE

Slightly Complex

The purpose is explicitly stated within the article (why Dolly Parton created the Imagination Library).

KNOWLEDGE DEMANDS

Moderately Complex

This article contains a mix of practical knowledge (growing up in Tennessee) and some complicated, abstract ideas, such as the idea of a legacy.

LESSON OBJECTIVE(S) FOR THIS READING

Students will demonstrate understanding of the central message of *A Coat of Many Colors* and how it connects to Dolly Parton's life experiences in this article. To achieve this understanding, students will:

- retell, including key details to demonstrate understanding of why Dolly Parton started the Imagination Library;
- describe the connections between the events in Dolly Parton's childhood and the Imagination Library; and
- write to show what they have learned about Dolly's life and the impact of the things she has done across her life.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- songwriter (embedded)
- donated (embedded)
- pride (explicit)
- honor (embedded)
- precious (embedded)

The following words will be reinforced during this reading.

- legend (embedded)

DAILY TASK

You just found out your family is taking a trip to Dollywood. You are very excited because you have never been to Dollywood and you have been learning about Dolly Parton's life in school. Write a letter to your parents telling them what you have learned about the life of Dolly Parton. Make sure to include why she is important to Tennessee.

In your writing, be sure to:



- recount some events in Dolly's life;
- use vocabulary from our texts; and
- provide some sense of closure by telling the impact that Dolly's life has on Tennessee.

POSSIBLE STUDENT RESPONSE

Dear Mom and Dad,

Dolly Parton is a famous singer who grew up in the mountains of Tennessee. Her family was poor, and they did not have a lot of toys or books. She had a big family, and even though they did not have a lot of money, Dolly felt loved and happy. When she grew up, she started the Imagination Library to honor her dad. She wanted to make sure other children in Tennessee have books in their homes.

Sincerely,
First Grade Student

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Script: "Today we are reading a newspaper article. We will learn about Dolly's Imagination Library and the many books that children in Tennessee receive from the program. We just heard a book about Dolly's childhood, and now we will read a current article as Dolly is 72 years old."</i></p> <p><i>Teacher's Note: Before reading, discuss with students the format of a newspaper article, including how it begins with a headline.</i></p>	
Paragraph 1	Why would people call Dolly Parton the "book lady?"	We just read in the headline that Dolly likes to give away books. She is called the book lady because she has given away over 100 million books.
Paragraph 3	"You can't judge a book by its cover" is an idiom. It means that something looks different on the outside than what is actually on the inside. An example would be a pineapple. On the outside, they are spiky and hard, but on the inside, they are delicious and sweet. How could this phrase also apply to Dolly Parton's <i>Coat of Many Colors</i> ?	In the book, the children were making fun of her coat because on the outside the coat didn't look very expensive because it was made out of rags, but Dolly knew that her coat meant a lot to her. It was made with love from her mother.
Paragraphs 4-6	<p>Tell what you learned about Dolly's dad.</p> <p>How did Dolly's dad influence her creation of the Imagination Library?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>He never went to school or learned how to read or write so it made him proud of Dolly for giving away books.</p> <p>Dolly created the Imagination Library because she wanted to make sure that children would have books in their house so they could learn how to read.</p>
Paragraph 8	<p>Why does Dolly consider the Imagination Library her most precious accomplishment?</p> <p></p>	It is her greatest accomplishment because it is a way she can honor her father. He couldn't read and she is able to help children in Tennessee learn how to read by giving away books. I think that this would make her feel rich like she felt in the story, <i>A Coat of Many Colors</i> .



TEXT

Text: *Coat of Many Colors*

Question Sequence: Second Read

Instructional Strategy: Shared Reading

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how people who have lived in Tennessee lifestyles have changed over time because of changes in technology and communication. To achieve understanding, students will:

- make connections among the childhoods of Davy Crockett, Elvis, and Dolly Parton;
- illustrate and write to show one significant detail from the childhoods of Davy Crockett, Elvis, and Dolly Parton using the class timeline; and
- understand differences and similarities in children's lives in each of these time periods.

DAILY TASK

As a junior historian, you have learned some important facts about Davy Crockett, Elvis Presley, and Dolly Parton. Using your graphic organizer, draw a picture and write a sentence to show one significant detail for the childhoods of Davy Crockett, Elvis, and Dolly Parton.

Your writing and drawing should:

- include details about their childhood, including homes, activities, and clothing and the date of their life; and
- include a summative sentence(s) telling how their childhoods are different and/or similar.

POSSIBLE STUDENT RESPONSE

Davy Crockett 1786-1836	Elvis Presley 1935-1977	Dolly Parton 1946-present (72 years old)
Davy Crockett grew up in the backwoods in a log cabin and liked to hunt with a long rifle.	Elvis grew up in the big city of Memphis and loved to listen and sign along with the music around him.	Dolly grew up in a log cabin and her mama made her clothes for her.
Davy, Elvis, and Dolly all grew up in Tennessee. They all grew up poor. Elvis and Dolly both loved music. Davy and Dolly grew up in rural Tennessee, but Elvis lived in an urban area. They all grew up to be famous legends.		
*Student illustrations should match sentences, including clothing, homes, and activities.		

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Script: "We have read about Davy Crockett, Elvis Pressley, and Dolly Parton. Let's think about how their lives as children in Tennessee were similar and different."</i></p> <p><i>Teacher's Note: For the second read of A Coat of Many Colors, you will only re-read the pages listed on the question sequence to focus specifically on Dolly Parton's childhood. You will also need to reference the text A Picture Book of Davy Crockett, as well as Elvis: The Story of the Rock and Roll King.</i></p>	
Pages 4-5	<p>How are Davy Crockett and Dolly Parton's childhood homes similar? Using what you have learned in this unit, what are some differences in their homes?</p> <p>(Reference page 4 in <i>A Picture Book of Davy Crockett</i> and page 14-15 in <i>Elvis</i> for this question)</p>	Both of their homes are log cabins in the mountains of Tennessee. Davy did not have any neighbors. I know that Davy was born a long time ago before they had electricity, roads, or cars. Dolly's home has a road in front of it and there are more people living close by. Elvis lived in a large city with neighbors close by. There were buildings, streets, and cars.
Pages 8-9	<p>What connections can you make between Davy's wife, Polly, and Dolly's mama?</p> <p>(Reference page 4 in <i>A Picture Book of Davy Crockett</i> for this question.)</p>	Polly made her family's clothes using a spinning wheel, and Dolly's mama made her families clothes by sewing.
Pages 16-17	<p>How are the activities Davy, Elvis, and Dolly enjoyed as children similar or different?</p> <p>(Reference page 8 in <i>A Picture Book of Davy Crockett</i>. Reference page 8-9 in <i>Elvis: The Story of the Rock and Roll King</i>.)</p>	Davy liked to hunt, Elvis liked to sing and listen to music, and Dolly liked to sing and dance with her family.
Pages 20-21	<p>What were some problems that Davy, Elvis, and Dolly encountered during their childhoods?</p> <p>(Reference page 7 in <i>A Picture Book of Davy Crockett</i>. Read pages 13-17 in <i>Elvis: The Story of the Rock and Roll King</i>.)</p>	Davy had to work and did not get to go to school. Elvis was able to go to school, but did not have a lot of friends because he was poor. People thought he was different because of the music he liked to sing. Dolly was able to go to school, but was made fun of because she had handmade clothes.



End of Text	<p>How did the life of Davy, Elvis and Dolly change from childhood to adult? What do you think caused this change?</p> <p>How do you think music changed the lives of Elvis Presley and Dolly Parton?</p>	<p>Davy, Elvis and Dolly's all grew up to become successful adults. Davy was a successful leader for his country, and Dolly and Elvis grew up to be successful musicians.</p> <p>Music made Elvis Presley and Dolly Parton famous. Radio and television helped many people hear their music. Once they became famous they were able to do things to help others.</p>
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END-OF-UNIT TASK

END-OF-UNIT TASK

Instructions:

You are a time traveler. You rode in a time machine to Tennessee in the early 1800's, then to the 1940's, back to today, and then into the future. Record four journal entries documenting your observations of life during each time period.

In your journal entries, be sure to include:

- details to describe actions, thoughts, and feelings;
- forms of communication;
- modes of transportation;
- types of clothing; and
- provide a sense of closure.

Make sure to include how things, including communication, transportation, and clothing, are similar and different in each time period. Also include words and phrases related to chronology and time, including past, present, and future.

STUDENT RESPONSE

1800

Today I traveled back to the 1800's in Tennessee. When I got there, I couldn't believe how few homes and people I saw. It was almost all woods and no roads or cars anywhere, just horses and wagons. The one person I did see was Davy Crockett. He was wearing clothes made of animal skin and was hunting to bring home food for his family that lived in a log cabin.

1940

Today I arrived in Memphis, Tennessee during the 1940's. It is a large city with a lot of tall buildings and cars. I heard some blues music on the radio and saw a young singer dressed in flashy clothes in a recording studio. I learned his name was Elvis. I really liked his voice!

2018

I am so glad to be back in the present! There are so many people and lots of different types of homes, such as houses, apartments, and trailers. Everything is so fast, especially the cars on the roads. It is noisy too with all of the music listen to and cell phones people talk on. I really love all of the books that we have today.

Future

Wow! Things have really changed! The cars are flying up in the sky, and they don't even need anyone to drive them. The clothes people are wearing are bright and shiny. I wonder what they are made out of. Everyone has a watch that they talk into, but I don't hear the noise. I was surprised that the homes still look the same as they did in 2018.

END-OF-UNIT TASK RUBRIC

Directions: After reading and reflecting on the student work sample, score each area and total the rubric score at the bottom. Note that this rubric is designed to look at student work samples in a holistic manner.

	Below Expectation (0)	Needs More Time (1)	Meets Expectation (2)	Above Expectation (3)
Content (Communication, Transportation, Clothing)	Each of the four journal entries does not give information about communication, transportation, and clothing	Each of the four journal entries includes only 1 piece of information about communication, transportation, and clothing	Each of the four journal entries includes at least 2 pieces of information about communication, transportation, and clothing	Each of the four journal entries includes 3 or more pieces of information about communication, transportation, and clothing
Word Choice (Content Vocabulary)	Uses 0-1 content vocabulary to compare Tennessee in the past and present	Uses 2 content vocabulary to compare Tennessee in the past and present	Uses 3 content vocabulary to compare Tennessee in the past and present	Uses 4 or more content vocabulary to compare Tennessee in the past and present
Structure	The four journal entries do not include an introduction, nor a sense of closure, and few detailed sentences are included	The four journal entries do not include an introduction or sense of closure, but do include some detailed sentences	Each of the four journal entries includes an introduction, detailed sentences, and leaves the reader with a sense of closure	Each of the four journal entries includes a clear introduction, many key details, and a sense of closure
Mechanics	Uses little or no use of punctuation and capitalization	Uses some punctuation and capitalization but errors make understanding difficult	Mostly uses punctuation and capitalization but errors do not interfere with the understanding	Consistently uses correct punctuation and capitalization

Above Expectation: 11 -12 points Meets Expectation: 8-10 points

Needs More Time: 4-7 points Below Expectation: 0-3 points

Question 1: What will students learn during my unit?

Review the content goals for the unit, and identify the desired results for learners.	
<ul style="list-style-type: none"> • What are the concepts around which I will organize my unit (<i>universal concept, unit concept</i>)? • What will students come to understand through deep exploration of these concepts (<i>essential questions, enduring understandings*</i>)? • What disciplinary knowledge will focus instruction and provide the schema for students to organize and anchor new words (<i>guiding questions, disciplinary understandings</i>)? • Why is this content important for students to know? <p>*Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).</p>	

Question 2: How will students demonstrate their learning at the end of my unit?

Review the end-of-unit task and the exemplar response to determine how students will demonstrate their learning.	
<ul style="list-style-type: none"> • How does the task integrate the grade-level standards for reading, writing, speaking and listening, and/or foundational literacy in service of deep understanding of the unit texts and concepts? • How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concept? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? • How does the task prompt student thinking and writing that reflects the grade-level expectations? 	

- What is the criteria for success on this task?
What does an excellent response look/sound like?

Question 3: How will students build knowledge and vocabulary over the course of the unit?

Read each of the texts for the unit, and consider how the texts are thoughtfully sequenced to build world and word knowledge.

- How are the texts sequenced to build knowledge around the unit concepts?
- How are the texts sequenced to support students in developing academic and domain-specific vocabulary?
- Which instructional strategies are suggested for each text? How will I sequence them within the literacy block?

Question 4: What makes the text complex?

You are now ready to prepare at the lesson level. To do this, revisit the individual text. Review the text complexity analysis and read the desired understandings for the reading.

- What aspects of this text (structure, features, meaning/purpose, knowledge) are the most complex?
- What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understanding(s) for the reading?
- Where might you need to spend time and focus students' attention to ensure they comprehend the text?

Question 5: How will I help students access complex texts during daily instruction?

Review the question sequence, and reflect on how the questions support students in accessing the text.

- How does the question sequence support students in accessing the text and developing the desired understanding(s) of the reading?
- How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge?
- How are the questions skillfully sequenced to guide students to the desired understanding(s) of the reading?
- How will you ensure all students engage with the questions that are most essential to the objectives of the lesson? (Consider structures such as turn and talk, stop and jot, etc.)
- How will you consider additional texts, or additional reads of the text, to ensure students fully access and deeply understand the text?
- Are there any additional supports (e.g., modeling, re-reading parts of the text) that students will need in order to develop an understanding of the big ideas of the text and the enduring understandings of the unit?

Question 6: How will students demonstrate their learning during the lesson?

Review the daily task for the lesson to determine what students will be able to do at the end of the lesson.	
<ul style="list-style-type: none"> • How does the task require students to demonstrate their new or refined understanding? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? How does the task prompt student thinking and writing that reflects the grade-level expectations? • How does this task build on prior learning in the unit/prepare students for success on the end-of-unit task? • How will students demonstrate their learning during other parts of the lesson? What is the criteria for success on this task? What does an excellent response look/sound like? 	

Question 7: What do my students already know, and what are they already able to do?

Consider what your students already know and what they are already able to do to support productive engagement with the resources in the Unit Starter.	
<ul style="list-style-type: none"> • What knowledge do my students need to have prior to this unit? • What do my students already know? What are they already able to do? • Given this, which/what components of these texts might be challenging? Which/what components of these tasks might be challenging? • What supports will I plan for my students (e.g., shifting to a different level of cognitive demand, adding or adjusting talking structures, adding or adjusting accountable talk stems into student discussions, providing specific academic feedback, or adding or adjusting scaffolded support)? 	



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| <ul style="list-style-type: none">• How can the questions and tasks provided in the Unit Starter inform adjustments to upcoming lessons? | |
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Question 8: What content do I need to brush up on before teaching this unit?

Determine what knowledge you as the teacher need to build before having students engaged with these resources.	
<ul style="list-style-type: none">• What knowledge and understandings about the content do I need to build?• What action steps can I take to develop my knowledge?• What resources and support will I seek out?	

Question 1: What will students learn during this lesson?

Review the desired understanding(s) for the reading. Then read the daily task and the desired student response.

- What is the desired understanding(s) for this reading?
- How does this desired understanding build off what students have already learned? What new understandings will students develop during this reading?
- How will my students demonstrate their learning at the end of the lesson?
- How does the desired understanding for this reading fit within the larger context of the unit?

Question 2: How might features of the text help or hold students back from building the disciplinary and/or enduring understandings?

Read and annotate the lesson text and review the associated text complexity analysis.

- Where in the text will students be asked to make connections to what they already know? Where in the text will students build new knowledge?
- What aspects of the text (structure, features, meaning/purpose, knowledge) might help or hold students back from building the disciplinary and/or enduring understandings?
- Where do I need to focus students' time and attention during the read aloud/shared reading?

Question 3: How will I support students in accessing this text so they can build the disciplinary and/or enduring understandings?

Read through the question sequence and the desired student responses.	
<ul style="list-style-type: none"> • Which question(s) are crucial and most aligned to the desired understandings? What thinking will students need to do to answer the most important questions? • Which questions target the aspects of the text that may hold students back from building the desired disciplinary and/or enduring understandings? • Are there adjustments I need to make to the questions or their order to meet the needs of my students - while ensuring students are still responsible for thinking deeply about the content? • What do I expect to hear in students' responses? How will I support to students who provide partial or incomplete responses in developing a fuller response? 	

APPENDIX C: USEFUL PROCEDURAL EXAMPLES FOR EXPLICIT VOCABULARY INSTRUCTION

Example 1:

- Contextualize the word for its role in the text.
- Provide a student friendly definition, description, explanation, or example of the new term along with a nonlinguistic representation and a gesture.
- Provide additional examples, and ask students to provide their own examples of the word.
- Construct a picture, symbol, or graphic to represent the word.
- Engage students in lively ways to utilize the new word immediately.
- Provide multiple exposures to the word over time.

-Beck et al., 2002; Marzano, 2004

For a specific example, see the shared reading webinar presentation found [here](#).

Example 2:

- Say the word; teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text, either by reading the sentence in which it appears or explaining the context in which it appears.

- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson